1999-2000 Academic Performance Index (API) Growth Report

List of Schools - District Level

November 3, 2000

District: ALVIEW-DAIRYLAND ELEM

County: MADERA CD Code: 20-65177

	STAR	1999-2000 1999- Similar				Met Growth Target				
	2000 Percent	2000 API	1999 API	2000 Growth	1999- 2000	Schools Growth	6.1.1	Comparable	Both	. 1
Elementary Schools	Tested	(Growth)	(Base)	Target	Growth	Rank	School- wide	Improve- ment (CI)	Schoolwide and CI	Awards Eligible
DAIRYLAND ELEMENTARY	94	620	617	9	3		NO	NO	NO	NO

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Missing schools - some schools in the district may not appear on this list because 1999 or 2000 APIs were not generated for them. Small schools (fewer than 100 pupils with valid Stanford 9 test scores), county-administered schools, community day schools, alternative schools, continuation schools, and independent study schools are excluded from the API system. An alternative accountability system is to be developed for these schools.

Note: 1999-2000 Similar Schools Growth Ranks will be available in December 2000 For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

School: DAIRYLAND ELEMENTARY

County: MADERA

District: ALVIEW-DAIRYLAND ELEM

CDS Code: 20-65177-6023923 School Type: ELEMENTARY

STAR					1999-2000 Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
94	620	617	9	3	

M	Met Growth Target								
	Comparable Both								
School-	Improve-	Schoolwide	Awards						
wide	wide ment (CI) and CI								
NO	NO NO NO								

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic American Indian or Alaska Native	0 1	Percent with a response* Of those with a response:	94	Average Class Size (CBEDS) Grade Levels	Average
Asian	2	Not high school graduate	34	K-3	19
Filipino	0	High school graduate	33		-
Hispanic or Latino Pacific Islander	38	Some college	27	4-6	22
White not Hispanic	0 54	College graduate	2	Core academic courses in	
white not ruspanic	34	Graduate school	3	departmentalized programs	N/A
Participants in Free or Reduced Price Lunch (Stanford 9)	64	* This number is the percentage of stude parent education level information.		School Mobility (Stanford 9)	12
English Language Learners (Stanford 9)	19	Average Parent Education Level (Stanford 9)	Average 2.08	This is the percent of students who first attended this school in the current year.	Number
Fully credentialled teachers (CBEDS)	80	The average of all responses where "I"	' represents "Not a	Envellment on the first day of testing grades 2.11	220
Teachers with emergency credentials (CBEDS)	10	high school graduate" and "5" represe	*	Enrollment on the first day of testing grades 2-11 less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	229
				Number of students included in the 2000 API	188

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

School: DAIRYLAND ELEMENTARY

County: MADERA

District: ALVIEW-DAIRYLAND ELEM

CDS Code: 20-65177-6023923 School Type: ELEMENTARY

Schoolwide

1999-2000

2000	1999	1999-2000	Similar Schools	Met Schoolwide
API (Growth)	API (Base)	Growth	Growth Rank	Target
620	617	3		NO

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9)		Reading	5		Mathem	atics		Langua	ge		Spelling	Ţ,
A	В		C	D		E	F		G	Н		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Score in
5 80-99th NPR	1000	23	12.37	123.66	37	19.79	197.86	25	13.37	133.69	28	15.05	150.54
4 60-79th NPR	875	32	17.20	150.54	29	15.51	135.70	27	14.44	126.34	31	16.67	145.83
3 40-59th NPR	700	32	17.20	120.43	43	22.99	160.96	46	24.60	172.19	40	21.51	150.54
2 20-39th NPR	500	46	24.73	123.66	53	28.34	141.71	51	27.27	136.36	41	22.04	110.22
1 1-19th NPR	200	53	28.49	56.99	25	13.37	26.74	38	20.32	40.64	46	24.73	49.46
a Total Weightedb Content Area V		Bands	a x b	575.27 30%			662.97 40%			609.22 15%			606.59 15%
c Total Weighter	d Score for Cor	ntent Area	a: c	172.58		+	265.19		+	91.38		+	90.99
										2000 41	DT (Cx	owth)	000

Number of tests contributing to scores:

186

187

188

Number of pupils with tests contributing to the API:

188

NPR is the National Percentile Rank

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and

2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

School: DAIRYLAND ELEMENTARY

are considered numerically significant: the group (1) contains at least 100 students with valid test County: **MADERA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students **ALVIEW-DAIRYLAND ELEM** District: with valid scores. CDS Code: 20-65177-6023923 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 3 0 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target Met Subgroup Target 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

School: DAIRYLAND ELEMENTARY

White not Hispanic

County: MADERA

District: ALVIEW-DAIRYLAND ELEM

CDS Code: 20-65177-6023923

Hispa	anic or Latino	or Latino Percent of Pupils in Each Band									
Perfo	rmance Bands	Reading	Math	Language	Spelling						
5	80-99th NPR	4.2	11.1	4.1	8.3						
4	60-79th NPR	15.3	16.7	15.1	18.1						
3	40-59th NPR	15.3	22.2	26.0	20.8						
2	20-39th NPR	22.2	29.2	26.0	20.8						
1	1-19th NPR	43.1	20.8	28.8	31.9						
549	2000 API (Gro	wth)	73	Number of Contributin	Tests ig to the API						
534	1999 API (Bas	e)									
7	1999-2000 Growth Target										
15	1999-2000 Gro	owth	YES	Met Sub	group Targ						

VV 1111	e not mspame	Percent of Pupils in Each Band						
Perfo	rmance Bands	Reading	Math	Language	Spelling			
5	80-99th NPR	19.2	24.0	18.2	16.2			
4	60-79th NPR	17.2	14.0	13.1	18.2			
3	40-59th NPR	16.2	23.0	24.2	23.2			
2	20-39th NPR	27.3	30.0	29.3	22.2			
1	1-19th NPR	20.2	9.0	15.2	20.2			
658	2000 API (Gro	owth)	100	Number of Contributin	Tests ig to the API			
672	1999 API (Bas	e)						
7	1999-2000 Gro	owth Tar	get					
-14	1999-2000 Gro	owth	NO	Met Sub	group Targe			

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Pacif	ic Islander	Percer	Percent of Pupils in Each Band						
Perfo	rmance Bands	Reading	Math	Language	Spelling				
5	80-99th NPR								
4	60-79th NPR								
3	40-59th NPR								
2	20-39th NPR								
1	1-19th NPR								
	2000 API (Gro	owth)	1	Number of Contributin	Tests g to the API				
	1999 API (Bas	e)							
	1999-2000 Gro	owth Tar	get						
Socio	1999-2000 Gro)isadvan			group Tar	get			
	1999-2000 Gro)isadvan		Met Substin Each Ban Language		get			
	1999-2000 Gro	Disadvan Percer	nt of Pupils	in Each Ban	d	get			
Perfo	1999-2000 Groeconomically E	Pisadvan Percer Reading	nt of Pupils Math	in Each Ban Language	d Spelling	get			
Perfo	1999-2000 Groeconomically Entrance Bands 80-99th NPR	Percer Reading 5.9	Math	in Each Ban Language 8.3	d Spelling	get			
Perfo	economically E rmance Bands 80-99th NPR 60-79th NPR	Pisadvan Percer Reading 5.9 13.6	Math 11.8 14.3	in Each Ban Language 8.3 15.0	d Spelling 10.2 16.1	get			
Perfo 5 4 3	economically Dermance Bands 80-99th NPR 60-79th NPR 40-59th NPR	Percer Reading 5.9 13.6 19.5	Math 11.8 14.3 21.8	in Each Ban Language 8.3 15.0 22.5	d Spelling 10.2 16.1 22.0	rget			
Perfo 5 4 3 2 1	economically Demance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Pisadvan Percer Reading 5.9 13.6 19.5 22.0 39.0	11.8 14.3 21.8 33.6	8.3 15.0 22.5 28.3 25.8 Number of	d Spelling 10.2 16.1 22.0 22.9 28.8 Tests				
Perfo 5 4 3 2	economically Deconomically Deconomical Deconomic	Pisadvan Percer Reading 5.9 13.6 19.5 22.0 39.0 with)	11.8 14.3 21.8 33.6 18.5	8.3 15.0 22.5 28.3 25.8 Number of	d Spelling 10.2 16.1 22.0 22.9 28.8				
Perfo 5 4 3 2 1 561	economically Demance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Pisadvan Percer Reading 5.9 13.6 19.5 22.0 39.0 with)	11.8 14.3 21.8 33.6 18.5	8.3 15.0 22.5 28.3 25.8 Number of	d Spelling 10.2 16.1 22.0 22.9 28.8 Tests				

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

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1999-2000 Academic Performance Index (API) Growth Report

List of Schools - District Level

November 3, 2000

District: BASS LAKE JT. ELEMENTARY

County: MADERA CD Code: 20-65185

	STAR			1999-		1999-2000 Similar	N.	let Growth T	arget	
Elementary Schools	2000 Percent Tested	2000 API (Growth)	1999 API (Base)	2000 Growth Target	1999- 2000 Growth	Schools Growth Rank	School- wide	Comparable Improve- ment (CI)	Both Schoolwide and CI	Awards Eligible
OAKHURST ELEMENTARY	100	745	755	2	-10		NO	NO	NO	NO
WASUMA ELEMENTARY	100	778	747	3	31		YES	YES	YES	YES

Middle Schools

OAK CREEK INTERMEDIATE	98	823	771	1	52	YES	YES	YES	YES

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Missing schools - some schools in the district may not appear on this list because 1999 or 2000 APIs were not generated for them. Small schools (fewer than 100 pupils with valid Stanford 9 test scores), county-administered schools, community day schools, alternative schools, continuation schools, and independent study schools are excluded from the API system. An alternative accountability system is to be developed for these schools.

Note: 1999-2000 Similar Schools Growth Ranks will be available in December 2000 For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

School: OAKHURST ELEMENTARY

County: MADERA

District: BASS LAKE JT. ELEMENTARY

CDS Code: 20-65185-6024087 School Type: ELEMENTARY

STAR					1999-2000 Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
100	745	755	2	-10	

M	Met Growth Target					
School-	Improve-	Schoolwide	Awards			
wide	ment (CI)	and CI	Eligible			
NO	NO	NO	NO			

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	1	Percent with a response*	72	A CL C. (CDEDS)	
American Indian or Alaska Native	3	Of those with a response:	.=	Average Class Size (CBEDS)	Average
Asian	10	Not high school graduate	11	Grade Levels	Ü
Filipino	1	High school graduate	35	K-3	18
Hispanic or Latino	10	Some college	24	4-6	21
Pacific Islander	1	College graduate	23	Core academic courses in	
White not Hispanic	73	Graduate school	6	departmentalized programs	N/A
Participants in Free or Reduced Price Lunch (Stanford 9) English Language Learners (Stanford 9) Fully credentialled teachers (CBEDS)	51 4 96	* This number is the percentage of student parent education level information. Average Parent Education Level (Stanford 9) The average of all responses where "1" r	Average 2.79	School Mobility (Stanford 9) This is the percent of students who first attended this school in the current year.	23 Number
Teachers with emergency credentials (CBEDS)	4	high school graduate" and "5" represent	*	Enrollment on the first day of testing grades 2-11 less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	238
				Number of students included in the 2000 API	191

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

School: OAKHURST ELEMENTARY

County: MADERA

District: BASS LAKE JT. ELEMENTARY

CDS Code: 20-65185-6024087 School Type: ELEMENTARY

Schoolwide

1999-2000

 2000 API (Growth)
 1999 API (Base)
 1999-2000 Growth
 Similar Schools Growth Rank
 Met Schoolwide Target

 745
 755
 -10
 NO

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9)		Reading	5		Mathematics		Mathematics Language		ge	Spelling		
A	В		C	D		\mathbf{E}	F		G	H		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Score in
5 80-99th NPR	1000	51	27.27	272.73	79	41.58	415.79	52	27.23	272.25	51	26.84	268.42
4 60-79th NPR	875	44	23.53	205.88	30	15.79	138.16	52	27.23	238.22	38	20.00	175.00
3 40-59th NPR	700	34	18.18	127.27	44	23.16	162.11	37	19.37	135.60	24	12.63	88.42
2 20-39th NPR	500	33	17.65	88.24	24	12.63	63.16	29	15.18	75.92	36	18.95	94.74
1 1-19th NPR	200	25	13.37	26.74	13	6.84	13.68	21	10.99	21.99	41	21.58	43.16
a Total Weighte	d Score Across	Bands	a x	720.86			792.89			743.98			669.74
b Content Area	Weight		<u>b</u>	30%			40%			15%			15%
c Total Weighte	d Score for Cor	ntent Area	a:	216.26		+	317.16		+	111.60		+	100.46

Number of tests contributing to scores:

187

190

Number of pupils with tests contributing to the API:

NPR is the National Percentile Rank

191

2000 API (Growth)

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

School: OAKHURST ELEMENTARY

2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: MADERA scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students BASS LAKE JT. ELEMENTARY District: with valid scores. CDS Code: 20-65185-6024087 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 22 3 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target Met Subgroup Target 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Percent of Pupils in Each Band

School: OAKHURST ELEMENTARY

County: MADERA

District: BASS LAKE JT. ELEMENTARY

Hispanic or Latino

CDS Code: 20-65185-6024087

Perfo	rmance Bands	Reading	Math	Language	Spelling		
5	80-99th NPR						
4	60-79th NPR						
3	40-59th NPR						
2	20-39th NPR						
1	1-19th NPR						
	2000 API (Gro	wth)	20	Number of Contributin	Tests g to the API		
	1999 API (Bas	e)					
	1999-2000 Gro	owth Tar	get				
	1999-2000 Gro	owth		Met Sub	group Target		
	White not Hispanic Percent of Pupils in Each Band Performance Bands Reading Math Language Spelling						
Perfo	rmance Bands	Reading	Math	Language	Spelling		
Perfo 5	rmance Bands 80-99th NPR	Reading 28.5	Math 42.9	Language 27.9	Spelling 27.1		
	T						
5	80-99th NPR	28.5	42.9	27.9	27.1		
5 4	80-99th NPR 60-79th NPR	28.5 27.0	42.9 17.9	27.9 30.7	27.1 20.7		
5 4 3	80-99th NPR 60-79th NPR 40-59th NPR	28.5 27.0 18.2	42.9 17.9 22.9	27.9 30.7 19.3	27.1 20.7 15.0		
5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	28.5 27.0 18.2 15.3 10.9	42.9 17.9 22.9 9.3	27.9 30.7 19.3 12.1 10.0 Number of	27.1 20.7 15.0 19.3 17.9		
5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	28.5 27.0 18.2 15.3 10.9	42.9 17.9 22.9 9.3 7.1	27.9 30.7 19.3 12.1 10.0 Number of	27.1 20.7 15.0 19.3 17.9		
5 4 3 2 1	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	28.5 27.0 18.2 15.3 10.9 with)	42.9 17.9 22.9 9.3 7.1	27.9 30.7 19.3 12.1 10.0 Number of	27.1 20.7 15.0 19.3 17.9		

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Percent of Pupils in Each Band

Perfo	rmance Bands	Reading	Math	Language	Spelling				
5	80-99th NPR								
4	60-79th NPR								
3	40-59th NPR								
2	20-39th NPR								
1	1-19th NPR								
	2000 API (Gro	wth)	2	Number of Contributin		I			
	1999 API (Bas	e)							
	1999-2000 Growth Target								
	1999-2000 Growth Met Subgroup Targe								
	Socioeconomically Disadvantaged Percent of Pupils in Each Band								
Socio	economically D		_	in Each Ban	d				
	economically D		_	in Each Ban Language	d Spelling	_			
	·	Percer	nt of Pupils						
Perfo	rmance Bands	Percer Reading	nt of Pupils Math	Language	Spelling				
Perfo	rmance Bands 80-99th NPR	Percer Reading	Math 35.2	Language	Spelling 20.9				
Perfo	rmance Bands 80-99th NPR 60-79th NPR	Percer Reading 23.1 19.8	Math 35.2 18.7	19.6 26.1	20.9 14.3				
Perfo 5 4 3	rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR	Percer Reading 23.1 19.8 16.5	35.2 18.7 19.8	19.6 26.1 19.6	20.9 14.3 11.0				
Perfo 5 4 3 2	rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Percer Reading 23.1 19.8 16.5 20.9 19.8	35.2 18.7 19.8 15.4	19.6 26.1 19.6 18.5	Spelling 20.9 14.3 11.0 20.9 33.0 Tests	Ī			
Perfo 5 4 3 2 1	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Percer Reading 23.1 19.8 16.5 20.9 19.8 wwth)	35.2 18.7 19.8 15.4 11.0	19.6 26.1 19.6 18.5 16.3 Number of	Spelling 20.9 14.3 11.0 20.9 33.0 Tests	Ī			

1999-2000 Growth

Pacific Islander

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

School: WASUMA ELEMENTARY

County: MADERA

District: BASS LAKE JT. ELEMENTARY

CDS Code: 20-65185-6024111 School Type: ELEMENTARY

STAR 2000 Percent Tested	2000 API (Growth)	1999 API (Base)	1999-2000 Growth Target	1999- 2000 Growth	Similar Schools Growth Rank
100	778	747	3	31	

N	Met Growth Target					
School-	Improve-	Schoolwide	Awards			
wide	ment (CI)	and CI	Eligible			
YES	YES	YES	YES			

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

1999-2000

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic American Indian or Alaska Native	0 9	Percent with a response* Of those with a response:	88	Average Class Size (CBEDS)	Average
Asian Filipino	1	Not high school graduate	3	Grade Levels K-3	19
Hispanic or Latino Pacific Islander	5 0	High school graduate Some college	40 13	4-6	24
White not Hispanic	84	College graduate Graduate school	23 20	Core academic courses in departmentalized programs	N/A
Participants in Free or Reduced Price Lunch (Stanford 9)	29	* This number is the percentage of student parent education level information.		School Mobility (Stanford 9)	19
English Language Learners (Stanford 9)	0	Average Parent Education Level (Stanford 9)	Average 3.18	This is the percent of students who first attended this school in the current year.	Number
Fully credentialled teachers (CBEDS)	100	The average of all responses where "1" r	conresents "Not a		
Teachers with emergency credentials (CBEDS)	0	high school graduate" and "5" represent		Enrollment on the first day of testing grades 2-11 less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	293
				Number of students included in the 2000 API	253

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

School: WASUMA ELEMENTARY

County: MADERA

District: BASS LAKE JT. ELEMENTARY

CDS Code: 20-65185-6024111 School Type: ELEMENTARY

Schoolwide

1999-2000

2000	1999	1999-2000	Similar Schools	Met Schoolwide
API (Growth)	API (Base)	Growth	Growth Rank	Target
778	747	31		YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9)		Reading	5		Mathematics			Langua	ge	Spelling		5
A	В		С	D		E	F		G	Н		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Score in
5 80-99th NPR	1000	70	28.11	281.12	97	38.49	384.92	79	31.47	314.74	61	24.11	241.11
4 60-79th NPR	875	69	27.71	242.47	61	24.21	211.81	63	25.10	219.62	65	25.69	224.80
3 40-59th NPR	700	57	22.89	160.24	50	19.84	138.89	46	18.33	128.29	57	22.53	157.71
2 20-39th NPR	500	36	14.46	72.29	30	11.90	59.52	45	17.93	89.64	41	16.21	81.03
1 1-19th NPR	200	17	6.83	13.65	14	5.56	11.11	18	7.17	14.34	29	11.46	22.92
a Total Weighted	d Score Across	Bands	a x	769.78			806.25			766.63			727.57
b Content Area V	Weight		<u>b</u>	30%			40%			15%			15%
c Total Weighted	d Score for Cor	ntent Area	ı: <u>c</u>	230.93		+	322.50		+	115.00		+	109.14

2000 API (Growth) 778

770

Number of tests contributing to scores:

249

252

251

Number of p contributing

Number of pupils with tests contributing to the API:

253

NPR is the National Percentile Rank

"N/A" means a number is not applicable or not available due to missing data.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and School: WASUMA ELEMENTARY 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: **MADERA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students BASS LAKE JT. ELEMENTARY District: with valid scores. CDS Code: 20-65185-6024111 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 26 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target

NPR is the National Percentile Rank.

1999-2000 Growth

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

Met Subgroup Target

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

1999-2000 Growth

Note: Data are reported only for subgroups which were numerically significant in both 1999 and School: WASUMA ELEMENTARY 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: **MADERA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students BASS LAKE JT. ELEMENTARY District:

with valid scores.

1999-2000 Growth

Pacific Islander Hispanic or Latino Percent of Pupils in Each Band Percent of Pupils in Each Band Performance Bands Reading Math Language Spelling Performance Bands Reading Math Language Spelling 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Socioeconomically Disadvantaged White not Hispanic Percent of Pupils in Each Band Percent of Pupils in Each Band Performance Bands Reading Performance Bands Math Language Spelling Reading Language Spelling Math 80-99th NPR 28.4 41.6 34.0 25.2 80-99th NPR 60-79th NPR 30.3 22.5 24.9 25.7 60-79th NPR 19.2 20.1 14.4 25.2 40-59th NPR 40-59th NPR 20-39th NPR 14.4 10.0 18.7 12.4 20-39th NPR 5.7 8.1 1-19th NPR 11.4 1-19th NPR Number of Tests Number of Tests 210 783 2000 API (Growth) 65 2000 API (Growth) Contributing to the API Contributing to the API 760 1999 API (Base) 1999 API (Base) 2 | 1999-2000 Growth Target 1999-2000 Growth Target

NPR is the National Percentile Rank.

23 | 1999-2000 Growth

CDS Code: 20-65185-6024111

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

Met Subgroup Target

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

YES

Met Subgroup Target

School: OAK CREEK INTERMEDIATE

County: MADERA

District: BASS LAKE JT. ELEMENTARY

CDS Code: 20-65185-6101521 School Type: MIDDLE

STAR					1999-2000 Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent Tested	API (Growth)	API (Page)	Growth	2000 Growth	Growth Rank
	,	(Base)	Target		Kalik
98	823	771	1 1	52	

M			
School-	Improve-	Schoolwide	Awards
wide	ment (CI)	and CI	Eligible
YES	YES	YES	YES

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	0	Percent with a response*	86	A CL C. (CDEDS)	
American Indian or Alaska Native	13	Of those with a response:	00	Average Class Size (CBEDS)	Average
Asian	2	Not high school graduate	7	Grade Levels	Č
Filipino	0	High school graduate	15	K-3	N/A
Hispanic or Latino	7	Some college	36	4-6	25
Pacific Islander	1	College graduate	26	Core academic courses in	
White not Hispanic	77	Graduate school	16	departmentalized programs	N/A
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	33	parent education level information.		School Mobility (Stanford 9)	27
			Average	• '	
English Language Learners (Stanford 9)	0	Average Parent Education Level	3.28	This is the percent of students who first attended this school in the current year.	
Fully credentialled teachers (CBEDS)	100	(Stanford 9)		school in the current year.	Number
Teachers with emergency credentials (CBEDS)	0	The average of all responses where "1" r		Enrollment on the first day of testing grades 2-11	258
reactiers with emergency credentials (CBEDS)	Ü	high school graduate" and "5" represent	s "Graduate school."	less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	
				Number of students included in the 2000 API	191

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

School: OAK CREEK INTERMEDIATE

County: MADERA

District: BASS LAKE JT. ELEMENTARY

CDS Code: 20-65185-6101521 School Type: MIDDLE

Schoolwide

1999-2000

2000 1999 1999-2000 Similar Schools Met Schoolwide API (Growth) API (Base) Growth Growth Rank Target

823 771 52 YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

	Stanford 9			Reading	5	Mathematics Language			Spelling	5				
	A	В		C	D		E	F		G	Н		I	J
Perform	mance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Score in
5 80	0-99th NPR	1000	54	28.27	282.72	103	53.93	539.27	74	38.74	387.43	47	24.61	246.07
4 60	0-79th NPR	875	67	35.08	306.94	49	25.65	224.48	49	25.65	224.48	42	21.99	192.41
3 40	0-59th NPR	700	39	20.42	142.93	21	10.99	76.96	39	20.42	142.93	42	21.99	153.93
2 20	0-39th NPR	500	23	12.04	60.21	12	6.28	31.41	22	11.52	57.59	41	21.47	107.33
1 1	1-19th NPR	200	8	4.19	8.38	6	3.14	6.28	7	3.66	7.33	19	9.95	19.90
a	Total Weighted	Score Across	Bands	a x	801.18			878.40			819.76			719.63
b	Content Area V	Veight		<u>b</u>	30%			40%			15%			15%
c	Total Weighted	Score for Cor	ntent Area	1: c	240.35		+	351.36		+	122.96		+	107.95

Number of tests contributing to scores: 191 191 191 191 Number of pupils with tests contributing to the API:

NPR is the National Percentile Rank

191

823

2000 API (Growth)

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

School: OAK CREEK INTERMEDIATE 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: MADERA scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students BASS LAKE JT. ELEMENTARY District: with valid scores. CDS Code: 20-65185-6101521 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 22 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target Met Subgroup Target 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Percent of Pupils in Each Band

School: OAK CREEK INTERMEDIATE Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test **MADERA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students

with valid scores.

1-19th NPR

2000 API (Growth)

1999-2000 Growth

1999-2000 Growth Target

1999 API (Base)

County:

BASS LAKE JT. ELEMENTARY District:

Hispanic or Latino

CDS Code: 20-65185-6101521

Perfo	Performance Bands		Math	Language	Spelling	
5	80-99th NPR					
4	60-79th NPR					
3	40-59th NPR					
2	20-39th NPR					
_1	1-19th NPR					
	2000 API (Gro	wth)	16	Number of Contributin	Tests g to the AP	I
	1999 API (Bas	e)				
	1999-2000 Gro	owth Tar	get			
	1999-2000 Gro	owth		Met Sub	group Ta	rget
				`		Ü
TT71						
	e not Hispanic			in Each Ban		
	e not Hispanic	Percer Reading	nt of Pupils Math	in Each Ban Language	d Spelling	
	_					
Perfo	rmance Bands	Reading	Math	Language	Spelling	
Perfo	rmance Bands 80-99th NPR	Reading 31.1	Math 58.8	Language 41.9	Spelling 22.3	
Perfo 5 4	rmance Bands 80-99th NPR 60-79th NPR	31.1 36.5	Math 58.8 25.0	Language 41.9 24.3	22.3 24.3	
Perfo 5 4 3	80-99th NPR 60-79th NPR 40-59th NPR	Reading 31.1 36.5 20.3	Math 58.8 25.0 10.1	Language 41.9 24.3 20.9	Spelling 22.3 24.3 23.0	
Perfo 5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	31.1 36.5 20.3 8.8 3.4	Math 58.8 25.0 10.1 4.7	Language 41.9 24.3 20.9 8.1 4.7 Number of	22.3 24.3 23.0 20.9 9.5	I
Perfo 5 4 3 2 1	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Reading 31.1 36.5 20.3 8.8 3.4 with)	Math 58.8 25.0 10.1 4.7 1.4	Language 41.9 24.3 20.9 8.1 4.7 Number of	Spelling 22.3 24.3 23.0 20.9 9.5 Tests	I
Perfo 5 4 3 2 1 841	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	Reading 31.1 36.5 20.3 8.8 3.4 wwth) e)	Math 58.8 25.0 10.1 4.7 1.4	Language 41.9 24.3 20.9 8.1 4.7 Number of	Spelling 22.3 24.3 23.0 20.9 9.5 Tests	I

Pacif	ific Islander Percent of Pupils in Each Band							
Perfe	ormance Bands	Reading	Math	Language	Spelling			
5	80-99th NPR							
4	60-79th NPR							
3	40-59th NPR							
2	20-39th NPR							
1	1-19th NPR							
	2000 API (Gro	e)	2	Number of Contributin	Tests g to the API			
	1999-2000 Gro		gei	Met Sub	group Target			
Socio	economically D		_	in Each Ban	d			
Perfe	ormance Bands	Reading	Math	Language	Spelling			
5	80-99th NPR							
4	60-79th NPR							
3	40-59th NPR							
2	20-39th NPR							

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Number of Tests

Contributing to the API

Met Subgroup Target

1999-2000 Academic Performance Index (API) Growth Report

List of Schools - District Level

November 3, 2000

District: CHAWANAKEE ELEMENTARY

County: MADERA CD Code: 20-75135

		STAR			1999-		1999-2000 Similar	N	let Growth T	arget	
Ele	ementary Schools	2000 Percent Tested	2000 API (Growth)	1999 API (Base)	2000 Growth Target	1999- 2000 Growth	Schools Growth Rank	School- wide	Comparable Improve- ment (CI)	Both Schoolwide and CI	Awards Eligible
N	ORTH FORK ELEMENTARY	97	711	692	5	19		YES	NO	NO	NO
S	ERRA VIEW ELEMENTARY	100	755	691	5	64		YES	YES	YES	YES
S	PRING VALLEY ELEMENTARY	100	720	664	7	56		YES	YES	YES	YES

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Missing schools - some schools in the district may not appear on this list because 1999 or 2000 APIs were not generated for them. Small schools (fewer than 100 pupils with valid Stanford 9 test scores), county-administered schools, community day schools, alternative schools, continuation schools, and independent study schools are excluded from the API system. An alternative accountability system is to be developed for these schools.

Note: 1999-2000 Similar Schools Growth Ranks will be available in December 2000 For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

School: NORTH FORK ELEMENTARY

County: MADERA

District: CHAWANAKEE ELEMENTARY

CDS Code: 20-75135-6024079 School Type: ELEMENTARY

STAR					1999-2000 Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
97	711	692	5	19	

M									
	Comparable Both								
School-	Improve-	Schoolwide	Awards						
wide	wide ment (CI) and CI								
YES	NO	NO	NO						

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic American Indian or Alaska Native	1 23	Percent with a response*	65	Average Class Size (CBEDS)	
Asian	0	Of those with a response: Not high school graduate	6	Grade Levels	Average
Filipino	0	High school graduate	25	K-3	19
Hispanic or Latino	6	Some college	35	4-6	25
Pacific Islander	0	College graduate	22	Core academic courses in	
White not Hispanic	69	Graduate school	12	departmentalized programs	N/A
Participants in Free or Reduced	52	* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	52	parent education level information.		School Mobility (Stanford 9)	14
English Language Learners (Stanford 9)	0	Average Parent Education Level (Stanford 9)	Average 3.08	This is the percent of students who first attended this school in the current year.	Number
Fully credentialled teachers (CBEDS)	100	The average of all responses where "1" r	anrasants "Not a		
Teachers with emergency credentials (CBEDS)	0	high school graduate" and "5" represent	*	Enrollment on the first day of testing grades 2-11 less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	274
				Number of students included in the 2000 API	239

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

School: NORTH FORK ELEMENTARY

County: MADERA

District: CHAWANAKEE ELEMENTARY

CDS Code: 20-75135-6024079 School Type: ELEMENTARY

Schoolwide

1999-2000

 2000
 1999
 1999-2000
 Similar Schools
 Met Schoolwide

 API (Growth)
 API (Base)
 Growth
 Growth Rank
 Target

 711
 692
 19
 YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Performance Bands Weighting Each Pupils in Score in Each Pupils in Each	Stanford 9)		Reading	5		Mathem	atics		Langua	guage		Spelling	5
Performance Bands Weighting Factors Factors Factors Band Factors	A	В		С	D		E	F		G	Н		I	J
4 60-79th NPR 875 54 22.98 201.06 47 19.67 172.07 53 23.56 206.11 56 23.53 205.88 3 40-59th NPR 700 46 19.57 137.02 54 22.59 158.16 45 20.00 140.00 58 24.37 170.59 2 20-39th NPR 500 37 15.74 78.72 46 19.25 96.23 42 18.67 93.33 38 15.97 79.83 1 1-19th NPR 200 36 15.32 30.64 20 8.37 16.74 35 15.56 31.11 53 22.27 44.54 a Total Weighted Score Across Bands a Total Weighted Score Across Bands b 30% 744.46 40% 692.78 639.50 b Content Area Weight b 30% 207.78 40% 15% 207.78 40% 15%	Performance Bands	0 0	Each	Pupils in	Score in Each Band	Each	Pupils in	Score in Each Band	Each	Pupils in	Score in Each Band	Each	Pupils in	Score in Each Band
3 40-59th NPR 700 46 19.57 137.02 54 22.59 158.16 45 20.00 140.00 58 24.37 170.59 2 20-39th NPR 500 37 15.74 78.72 46 19.25 96.23 42 18.67 93.33 38 15.97 79.83 1 1-19th NPR 200 36 15.32 30.64 20 8.37 16.74 35 15.56 31.11 53 22.27 44.54 a Total Weighted Score Across Bands a X 711.28 744.46 692.78 692.78 639.50 b Content Area Weight b 30% 40% 15% 15% Total Weighted Score Across Bands Score Across Bands Part Area Weight a 744.46 40% 15%	5 80-99th NPR	1000	62	26.38	263.83	72	30.13	301.26	50	22.22	222.22	33	13.87	138.66
2 20-39th NPR 500 37 15.74 78.72 46 19.25 96.23 42 18.67 93.33 38 15.97 79.83 1 1-19th NPR 200 36 15.32 30.64 20 8.37 16.74 35 15.56 31.11 53 22.27 44.54 a Total Weighted Score Across Bands	4 60-79th NPR	875	54	22.98	201.06	47	19.67	172.07	53	23.56	206.11	56	23.53	205.88
1 1-19th NPR 200 36 15.32 30.64 20 8.37 16.74 35 15.56 31.11 53 22.27 44.54 a Total Weighted Score Across Bands	3 40-59th NPR	700	46	19.57	137.02	54	22.59	158.16	45	20.00	140.00	58	24.37	170.59
a Total Weighted Score Across Bands a x 711.28 744.46 692.78 639.50 b Content Area Weight b 30% 40% 15% 15% Total Weighted Score Across Bands a x 711.28 40% 15% 15%	2 20-39th NPR	500	37	15.74	78.72	46	19.25	96.23	42	18.67	93.33	38	15.97	79.83
b Content Area Weight b 30% 40% 15% 15%	1 1-19th NPR	200	36	15.32	30.64	20	8.37	16.74	35	15.56	31.11	53	22.27	44.54
The Windows Source Annual Control An	E		Bands	X										
	~ m . 1 m . 1	U	ntent Area	=			+			+		-	+	

2000 API (Growth) 711

Number of tests contributing to scores:

235

239

225

238

Number of pupils with tests contributing to the API:

239

NPR is the National Percentile Rank

"N/A" means a number is not applicable or not available due to missing data.

School: NORTH FORK ELEMENTARY Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: MADERA scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students CHAWANAKEE ELEMENTARY District: with valid scores. CDS Code: 20-75135-6024079 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 14.8 17.9 10.9 8.9 18.5 17.9 21.8 10.7 60-79th NPR 60-79th NPR 3 16.7 28.6 12.7 33.9 40-59th NPR 40-59th NPR 25.9 19.6 21.8 25.0 20-39th NPR 20-39th NPR 32.7 21.4 1-19th NPR 1-19th NPR 24.1 16.1 Number of Tests Number of Tests 620 2000 API (Growth) 620 2000 API (Growth) 56 Contributing to the API Contributing to the API 625 | 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth NO 1999-2000 Growth Met Subgroup Target Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Performance Bands Math Language Spelling Reading Math Language Spelling Reading 80-99th NPR 80-99th NPR 60-79th NPR 4 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 0 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target

NPR is the National Percentile Rank.

1999-2000 Growth

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

Met Subgroup Target

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

1999-2000 Growth

Percent of Pupils in Each Band

School: NORTH FORK ELEMENTARY

Hispanic or Latino

County: MADERA

District: CHAWANAKEE ELEMENTARY

CDS Code: 20-75135-6024079

1 0110	Performance Bands		Math	Language	Spelling
5	80-99th NPR				
4	60-79th NPR				
3	40-59th NPR				
2	20-39th NPR				
1	1-19th NPR				
	2000 API (Gro		14	Number of Contributin	Tests g to the API
	1999 API (Bas	se)			
	1999-2000 Gro	owth Tar	get		
	1999-2000 Gro	owth		Met Sub	group Target
Whit	e not Hispanic	Percer	nt of Punils	in Each Ban	d
	-		it of I upils	III Lacii Daii	u
1 0110	rmance Bands	Reading	Math	Language	Spelling
5	rmance Bands 80-99th NPR	Reading 32.3	Math 36.2	Language 28.3	Spelling 15.4
					1 0
5	80-99th NPR	32.3	36.2	28.3	15.4
5	80-99th NPR 60-79th NPR	32.3 24.8	36.2 20.2	28.3 22.4	15.4 29.0
5 4 3	80-99th NPR 60-79th NPR 40-59th NPR	32.3 24.8 19.9	36.2 20.2 20.9	28.3 22.4 21.7	15.4 29.0 22.8
5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	32.3 24.8 19.9 11.8 11.2	36.2 20.2 20.9 17.8	28.3 22.4 21.7 19.1 8.6 Number of	15.4 29.0 22.8 11.7 21.0
5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	32.3 24.8 19.9 11.8 11.2	36.2 20.2 20.9 17.8 4.9	28.3 22.4 21.7 19.1 8.6 Number of	15.4 29.0 22.8 11.7 21.0
5 4 3 2 1	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	32.3 24.8 19.9 11.8 11.2 owth)	36.2 20.2 20.9 17.8 4.9	28.3 22.4 21.7 19.1 8.6 Number of	15.4 29.0 22.8 11.7 21.0

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Percent of Pupils in Each Band

I ucii	ic islanaci	I CICCI	-			
Perfo	rmance Bands	Reading	Math	Language	Spelling	
5	80-99th NPR					
4	60-79th NPR					
3	40-59th NPR					
2	20-39th NPR					
1	1-19th NPR					
	2000 API (Gro	owth)	0	Number of Contributin	Tests Ig to the AP	I
	1999 API (Bas	se)				
	1999-2000 Gro	owth Tar	get			
	1000 2000 Cm	osseth		Met Sub	group Ta	rget
	1999-2000 Gro			11100 2000	<i>5</i> • • • • • •	U
Socio	economically D	Disadvan		in Each Ban		U
	1	Disadvan				υ
	economically D	Disadvan Percer	nt of Pupils	in Each Ban	d	
Perfo	economically E	Disadvan Percer Reading	nt of Pupils Math	in Each Ban Language	d Spelling	
Perfo	economically D rmance Bands 80-99th NPR	Percer Reading	Math 23.6	in Each Ban Language 14.5	d Spelling 8.2	
Perfo	economically D rmance Bands 80-99th NPR 60-79th NPR	Pisadvan Percer Reading 17.4 20.7	Math 23.6 17.1	in Each Ban Language 14.5 17.1	d Spelling 8.2 21.3	
Perfo 5 4 3	economically December Bands 80-99th NPR 60-79th NPR 40-59th NPR	Percer Reading 17.4 20.7 22.3	23.6 17.1 22.0	in Each Ban Language 14.5 17.1 20.5	d Spelling 8.2 21.3 25.4	
Perfo 5 4 3 2 1 649	economically Demance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Percer Reading 17.4 20.7 22.3 19.0 20.7	23.6 17.1 22.0 26.0	in Each Ban Language 14.5 17.1 20.5 24.8 23.1 Number of	d Spelling 8.2 21.3 25.4 15.6 29.5	
Perfo 5 4 3 2 1	economically December 1 and 1	Pisadvan Percer Reading 17.4 20.7 22.3 19.0 20.7 Dividing the second s	23.6 17.1 22.0 26.0 11.4	in Each Ban Language 14.5 17.1 20.5 24.8 23.1 Number of	d Spelling 8.2 21.3 25.4 15.6 29.5 Tests	

Pacific Islander

31 | 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

School: SIERRA VIEW ELEMENTARY

County: MADERA

District: CHAWANAKEE ELEMENTARY

CDS Code: 20-75135-6103824 School Type: ELEMENTARY

					1999-2000
STAR					Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
100	755	691	5	64	

M	Met Growth Target							
	Comparable	Both						
School-	Improve-	Schoolwide	Awards					
wide	ment (CI)	and CI	Eligible					
YES	YES	YES	YES					

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	2	Percent with a response*	66	A Class Class (CDEDC)	
American Indian or Alaska Native	1	Of those with a response:	00	Average Class Size (CBEDS) Grade Levels	Average
Asian	0	Not high school graduate	1	K-3	16
Filipino	0	High school graduate	10	K-3	16
Hispanic or Latino	12	Some college	42	4-6	25
Pacific Islander	0	College graduate	23	Core academic courses in	
White not Hispanic	84	Graduate school	24	departmentalized programs	N/A
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	17	parent education level information.		School Mobility (Stanford 9)	16
			Average	, ,	
English Language Learners (Stanford 9)	1	Average Parent Education Level	3.58	This is the percent of students who first attended this school in the current year.	
Fully credentialled teachers (CBEDS)	95	(Stanford 9)		school in the current year.	Number
•		The average of all responses where "1" r	epresents "Not a	Enrollment on the first day of testing grades 2-11	329
Teachers with emergency credentials (CBEDS)	0	high school graduate" and "5" represents "Graduate school."		less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	
				Number of students included in the 2000 API	276

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

School: SIERRA VIEW ELEMENTARY

County: MADERA

District: CHAWANAKEE ELEMENTARY

CDS Code: 20-75135-6103824 School Type: ELEMENTARY

Schoolwide

1999-2000

2000	1999	1999-2000	Similar Schools	Met Schoolwide
API (Growth)	API (Base)	Growth	Growth Rank	Target
755	691	64		YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9	Stanford 9		Reading		Mathematics		Mathematics		Mathematics			Langua	ge		Spelling	
A	В		C	D		E	F		G	Н		I	J			
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)			
5 80-99th NPR	1000	78	28.68	286.76	84	31.46	314.61	79	31.85	318.55	54	19.93	199.26			
4 60-79th NPR	875	67	24.63	215.53	72	26.97	235.96	62	25.00	218.75	59	21.77	190.50			
3 40-59th NPR	700	68	25.00	175.00	48	17.98	125.84	48	19.35	135.48	61	22.51	157.56			
2 20-39th NPR	500	36	13.24	66.18	47	17.60	88.01	35	14.11	70.56	56	20.66	103.32			
1 1-19th NPR	200	23	8.46	16.91	16	5.99	11.99	24	9.68	19.35	41	15.13	30.26			
a Total Weightedb Content Area Vc Total Weighted	Veight		a x b = c	760.39 30% 228.12		+	776.40 40% 310.56		+	762.70 15% 114.41	-	+	680.90 15% 102.14			

2000 API (Growth) **755**

Number of tests contributing to scores:

272

267

248

271

Number of pupils with tests contributing to the API:

276

NPR is the National Percentile Rank

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

School: SIERRA VIEW ELEMENTARY 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: MADERA scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students CHAWANAKEE ELEMENTARY District: with valid scores. CDS Code: 20-75135-6103824 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 0 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target Met Subgroup Target 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

School: SIERRA VIEW ELEMENTARY Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: **MADERA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students

with valid scores.

CHAWANAKEE ELEMENTARY District:

CDS Code: 20-75135-6103824

Hispanic or Latino	-			Pacif	ïc Islander	Percer	Percent of P		
Performance Bands	Reading	Math	Language	Spelling		Perfo	ormance Bands	Reading	Ma
5 80-99th NPR						5	80-99th NPR		
4 60-79th NPR						4	60-79th NPR		
3 40-59th NPR						3	40-59th NPR		
2 20-39th NPR						2	20-39th NPR		
1 1-19th NPR						1	1-19th NPR		
2000 API (Gro	owth)	33	Number of Contributing	Tests ng to the API			2000 API (Gro	owth)	
1999 API (Bas	se)						1999 API (Bas	se)	
1999-2000 Gr	owth Tar	get					1999-2000 Gr	owth Tar	get
1999-2000 Gr	owth		Met Sub	group Targ	get		1999-2000 Gr	owth	
White not Hispanic	Percer	nt of Pupils	in Each Ban	ıd		Socio	economically I	Disadvan Percer	
Performance Bands	Reading	Math	Language	Spelling		Perfo	ormance Bands	Reading	Ma
5 80-99th NPR	32.3	34.6	36.5	22.1		5	80-99th NPR		
4 60-79th NPR	25.0	27.2	23.2	22.5		4	60-79th NPR		
3 40-59th NPR	23.3	18.0	17.5	21.6		3	40-59th NPR		
2 20-39th NPR	+	15.4	14.7	19.5		2	20-39th NPR		
1 1-19th NPR	7.3	4.8	8.1	14.3		1	1-19th NPR		
774 2000 API (Gr	owth)	236	Number of Contributing	Tests ng to the API			2000 API (Gro	owth)	3
710 1999 API (Bas	se)						1999 API (Bas	se)	
4 1999-2000 Gr	owth Tar	get					1999-2000 Gr	owth Tar	get
64 1999-2000 Gr		YES	Met Sub				1999-2000 Gr		

Pacif	ic islander	Percer	Percent of Pupils in Each Band						
Perfo	rmance Bands	Reading	Math	Language	Spelling				
5	80-99th NPR								
4	60-79th NPR								
3	40-59th NPR								
2	20-39th NPR								
1	1-19th NPR								
	2000 API (Gro	owth)	0	Number of Tests Contributing to the API					
	1999 API (Bas	se)							
	1999-2000 Gro	owth Tar	get						
	1999-2000 Gro	owth		Met Sub	group Target				
Socioeconomically Disadvantaged Percent of Pupils in Each Band									
Perfo	rmance Bands	Reading	Math	Language	Spelling				
5	80-99th NPR								

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Number of Tests

Contributing to the API

Met Subgroup Target

School: SPRING VALLEY ELEMENTARY

County: MADERA

District: CHAWANAKEE ELEMENTARY

CDS Code: 20-75135-6024103 School Type: ELEMENTARY

100	720	664	7	56	
Tested	(Growth)	(Base)	Target	Growth	Rank
Percent	API	API	Growth	2000	Growth
2000	2000	1999	1999-2000	1999-	Schools
STAR					Similar

M	Met Growth Target							
	Comparable	Both						
School-	Improve-	Schoolwide	Awards					
wide	ment (CI)	and CI	Eligible					
YES	YES	YES	YES					

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

1000 2000

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	2	Percent with a response*	26	A CL C. (CDEDS)	
American Indian or Alaska Native	0	Of those with a response:	20	Average Class Size (CBEDS)	Average
Asian	0	Not high school graduate	3	Grade Levels K-3	ě
Filipino	0	High school graduate	14		14
Hispanic or Latino	5	Some college	51	4-6	23
Pacific Islander	0	College graduate	23	Core academic courses in	
White not Hispanic	93	Graduate school	9	departmentalized programs	N/A
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	24	parent education level information.		School Mobility (Stanford 9)	16
			Average	• '	
English Language Learners (Stanford 9)	1	Average Parent Education Level	3.20	This is the percent of students who first attended this school in the current year.	
Fully credentialled teachers (CBEDS)	100	(Stanford 9)		school in the current year.	Number
Teachers with emergency credentials (CBEDS)	0	The average of all responses where "1" r		Enrollment on the first day of testing grades 2-11	133
reactives with emergency credentials (CBEDS)	Ü	high school graduate" and "5" represent	s "Graduate school."	less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	
				Number of students included in the 2000 API	107

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

SPRING VALLEY ELEMENTARY **School:**

County: **MADERA**

District: CHAWANAKEE ELEMENTARY

CDS Code: 20-75135-6024103 School Type: ELEMENTARY

Schoolwide

1999-2000

1999 2000 1999-2000 **Similar Schools** Met Schoolwide **Target** API (Growth) API (Base) Growth **Growth Rank** 720 664 56 **YES**

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9	9		Reading	5	Mathematics Language			ge		Spelling			
A	В		C	D		E	\mathbf{F}		G	Н		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Score in
5 80-99th NPR	1000	26	25.00	250.00	30	28.30	283.02	24	22.64	226.42	16	14.95	149.53
4 60-79th NPR	875	30	28.85	252.40	22	20.75	181.60	26	24.53	214.62	25	23.36	204.44
3 40-59th NPR	700	13	12.50	87.50	25	23.58	165.09	19	17.92	125.47	21	19.63	137.38
2 20-39th NPR	500	30	28.85	144.23	21	19.81	99.06	20	18.87	94.34	21	19.63	98.13
1 1-19th NPR	200	5	4.81	9.62	8	7.55	15.09	17	16.04	32.08	24	22.43	44.86
a Total Weighteb Content Areac Total Weighte	C		a x b = c	743.75 30% 223.13		+	743.87 40% 297.55		+	692.92 15% 103.94		+	634.35 15% 95.15
										2000 A	PI (Gr	owth)	720

Number of tests contributing to scores:

104

106

106

Number of pupils with tests 107 contributing to the API:

107

NPR is the National Percentile Rank

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and School: SPRING VALLEY ELEMENTARY 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: MADERA scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students CHAWANAKEE ELEMENTARY District: with valid scores. CDS Code: 20-75135-6024103 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 0 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target

NPR is the National Percentile Rank.

1999-2000 Growth

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

Met Subgroup Target

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

1999-2000 Growth

Percent of Pupils in Each Band

School: SPRING VALLEY ELEMENTARY Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: **MADERA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students

with valid scores.

Docific Islandon

40-59th NPR 20-39th NPR 1-19th NPR

2000 API (Growth)

1999-2000 Growth

1999-2000 Growth Target

1999 API (Base)

CHAWANAKEE ELEMENTARY District:

Hispanic or Latino

CDS Code: 20-75135-6024103

Perfo	Performance Bands		Math	Language	Spelling			
5	80-99th NPR							
4	60-79th NPR							
3	40-59th NPR							
2	20-39th NPR							
1	1-19th NPR							
	2000 API (Gro	wth)	7	Number of Contributin		I		
	1999 API (Bas	e)						
1999-2000 Growth Target								
	1999-2000 Gro	owth		Met Sub	group Ta	rget		
	•							
Whit	e not Hispanic	Percer	nt of Pupils	in Each Ban	d			
	e not Hispanic rmance Bands	Percer Reading	nt of Pupils Math	in Each Ban Language	d Spelling			
	_							
Perfo	rmance Bands	Reading	Math	Language	Spelling			
Perfo	rmance Bands 80-99th NPR	Reading 26.3	Math 29.9	Language 21.6	Spelling 13.3			
Perfo 5 4	rmance Bands 80-99th NPR 60-79th NPR	26.3 28.4	Math 29.9 19.6	21.6 24.7	13.3 25.5			
Perfo 5 4 3	80-99th NPR 60-79th NPR 40-59th NPR	Reading 26.3 28.4 10.5	Math 29.9 19.6 22.7	21.6 24.7 17.5	Spelling 13.3 25.5 19.4			
Perfo 5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	26.3 28.4 10.5 29.5 5.3	Math 29.9 19.6 22.7 20.6	21.6 24.7 17.5 19.6	Spelling 13.3 25.5 19.4 19.4 22.4 Tests	I		
Perfo 5 4 3 2 1	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Reading 26.3 28.4 10.5 29.5 5.3 wwth)	Math 29.9 19.6 22.7 20.6 7.2	21.6 24.7 17.5 19.6 16.5 Number of	Spelling 13.3 25.5 19.4 19.4 22.4 Tests	I		
Perfo 5 4 3 2 1 720	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	Reading 26.3 28.4 10.5 29.5 5.3 wwth) e)	Math 29.9 19.6 22.7 20.6 7.2	21.6 24.7 17.5 19.6 16.5 Number of	Spelling 13.3 25.5 19.4 19.4 22.4 Tests	I		

Pacit	ic Islander	Percent of Pupils in Each Band								
Perfo	rmance Bands	Reading	Math	Language	Spelling					
5	80-99th NPR									
4	60-79th NPR									
3	40-59th NPR									
2	20-39th NPR									
1	1-19th NPR									
	2000 API (Gro 1999 API (Bas	0	Number of Contributin	Tests ag to the AP	I					
	1999-2000 Gro	owth Tar	get							
	1999-2000 Gro	owth		Met Sub	group Ta	rget				
Socio	Socioeconomically Disadvantaged Percent of Pupils in Each Band									
Perfo	rmance Bands	Reading	Math	Language	Spelling					
5	80-99th NPR									
4	60-79th NPR									

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Number of Tests

Contributing to the API

Met Subgroup Target

1999-2000 Academic Performance Index (API) Growth Report

List of Schools - District Level

November 3, 2000

District: CHOWCHILLA ELEMENTARY

County: MADERA CD Code: 20-65193

	STAR			1999-		1999-2000 Similar	N.	let Growth T	arget	
Elementary Schools	2000 Percent Tested	2000 API (Growth)	1999 API (Base)	2000 Growth Target	1999- 2000 Growth	Schools Growth Rank	School- wide	Comparable Improve- ment (CI)	Both Schoolwide and CI	Awards Eligible
FAIRMEAD ELEMENTARY	100	520	494	15	26		YES	YES	YES	YES
FULLER (MERLE L.) ELEMENTARY	100	472	432	18	40		YES	YES	YES	YES

Middle Schools

WILSON ELEMENTARY	100	568	589	11	-21	NO	NO	NO	NO

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Missing schools - some schools in the district may not appear on this list because 1999 or 2000 APIs were not generated for them. Small schools (fewer than 100 pupils with valid Stanford 9 test scores), county-administered schools, community day schools, alternative schools, continuation schools, and independent study schools are excluded from the API system. An alternative accountability system is to be developed for these schools.

Note: 1999-2000 Similar Schools Growth Ranks will be available in December 2000 For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

School: FAIRMEAD ELEMENTARY

County: MADERA

District: CHOWCHILLA ELEMENTARY

CDS Code: 20-65193-6023931 School Type: ELEMENTARY

					1999-2000
STAR					Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
100	520	494	15	26	

I	M	et Growth Ta	rget	
		Comparable	Both	
	School-	Improve-	Schoolwide	Awards
	wide	ment (CI)	and CI	Eligible
	YES	YES	YES	YES

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	3	Percent with a response*	46	A Class Class (CDEDC)	
American Indian or Alaska Native	4	Of those with a response:		Average Class Size (CBEDS) Grade Levels	Average
Asian	0	Not high school graduate	30	K-3	25
Filipino	0	High school graduate	27		-
Hispanic or Latino	47	Some college	21	4-6	23
Pacific Islander	0	College graduate	13	Core academic courses in	
White not Hispanic	46	Graduate school	9	departmentalized programs	N/A
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	76	parent education level information.		School Mobility (Stanford 9)	13
			Average	, ,	
English Language Learners (Stanford 9)	34	Average Parent Education Level (Stanford 9)	2.42	This is the percent of students who first attended this school in the current year.	Number
Fully credentialled teachers (CBEDS)	86	,		•	Nulliber
Teachers with emergency credentials (CBEDS)	24	The average of all responses where "1" r high school graduate" and "5" represent	*	Enrollment on the first day of testing grades 2-11 less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	512
				Number of students included in the 2000 API	419

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

School: FAIRMEAD ELEMENTARY

County: MADERA

District: CHOWCHILLA ELEMENTARY

CDS Code: 20-65193-6023931 School Type: ELEMENTARY

Schoolwide

1999-2000

2000	1999	1999-2000	Similar Schools	Met Schoolwide
API (Growth)	API (Base)	Growth	Growth Rank	Target
520	494	26		YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9)		Reading	5		Mathem	atics		Langua	ge		Spelling	5
A	В		С	D		E	\mathbf{F}		G	Н		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Score in
5 80-99th NPR	1000	46	11.17	111.65	35	8.37	83.73	45	11.34	113.35	36	8.59	85.92
4 60-79th NPR	875	42	10.19	89.20	61	14.59	127.69	41	10.33	90.37	46	10.98	96.06
3 40-59th NPR	700	65	15.78	110.44	77	18.42	128.95	77	19.40	135.77	69	16.47	115.27
2 20-39th NPR	500	101	24.51	122.57	87	20.81	104.07	120	30.23	151.13	124	29.59	147.97
1 1-19th NPR	200	158	38.35	76.70	158	37.80	75.60	114	28.72	57.43	144	34.37	68.74
a Total Weighted		Bands	a x	510.56			520.04			548.05			513.96
b Content Area Vc Total Weighter	U	ntent Area	b = c	30% 153.17		+	40% 208.01		+	15% 82.21		+	77.09
										2000 41	DT (C)-	41.)	500

2000 API (Growth) 520

Number of tests contributing to scores:

412

418

397

419

Number of pupils with tests contributing to the API:

419

NPR is the National Percentile Rank

"N/A" means a number is not applicable or not available due to missing data.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and

2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

School: FAIRMEAD ELEMENTARY

are considered numerically significant: the group (1) contains at least 100 students with valid test County: **MADERA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students CHOWCHILLA ELEMENTARY District: with valid scores. CDS Code: 20-65193-6023931 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 15 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target Met Subgroup Target 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

School: FAIRMEAD ELEMENTARY

County: MADERA

District: CHOWCHILLA ELEMENTARY

CDS Code: 20-65193-6023931

Hispa	anic or Latino	Percen	t of Pupils	in Each Ban	d
Perfo	rmance Bands	Reading	Math	Language	Spelling
5	80-99th NPR	3.6	5.6	5.9	4.6
4	60-79th NPR	6.2	10.2	6.9	9.7
3	40-59th NPR	14.0	16.3	17.0	13.8
2	20-39th NPR	25.9	20.9	34.0	27.6
_1	1-19th NPR	50.3	46.9	36.2	44.4
449	2000 API (Gro	wth)	196	Number of Contributin	Tests g to the API
426	1999 API (Bas	e)			
12	1999-2000 Gro	owth Tar	get		
23	1999-2000 Gro	owth	YES	Met Sub	group Targ

Whit	e not Hispanic	Percer	nt of Pupils	in Each Ban	d	
Perfo	rmance Bands	Reading	Math	Language	Spelling	
5	80-99th NPR	20.2	11.5	18.3	13.5	
4	60-79th NPR	14.4	20.9	14.4	13.0	
3	40-59th NPR	16.0	19.4	23.3	17.7	
2	20-39th NPR	24.5	19.4	23.9	31.3	
1	1-19th NPR	25.0	28.8	20.0	24.5	
601	2000 API (Gro	owth)	192	Number of Contributin	Tests g to the API	
545	1999 API (Bas	e)				
12	1999-2000 Gro	owth Tar	get			
56	1999-2000 Gro	owth	YES	Met Sub	group Targ	gei

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Percent of Pupils in Each Band

ъ с						
Perfo	rmance Bands	Reading	Math	Language	Spelling	
5	80-99th NPR					
4	60-79th NPR					
3	40-59th NPR					
2	20-39th NPR					
1	1-19th NPR					
	2000 API (Gro	wth)	0	Number of Contributin	Tests ig to the AP	I
	1999 API (Bas	e)				
	1999-2000 Gro	owth Tar	get			
	1999-2000 Gro	owth		Met Sub	group Ta	rget
Socio						
BUCIU	economically D			in Each Ban	d	
	rmance Bands			in Each Ban Language		
	·	Percer	nt of Pupils			
Perfo	rmance Bands	Percer Reading	nt of Pupils Math	Language	Spelling	
Perfo.	rmance Bands 80-99th NPR	Percer Reading 5.0	Math 5.6	Language 6.2	Spelling 4.9	
Perfo. 5	rmance Bands 80-99th NPR 60-79th NPR	Percer Reading 5.0 7.6	Math 5.6 10.1	Language 6.2 6.9	Spelling 4.9 8.1	
Perfo. 5 4 3	rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR	Percer Reading 5.0 7.6 14.9	5.6 10.1 17.3	6.2 6.9 17.6	5pelling 4.9 8.1 17.3	
Perfo 5 4 3 2	rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Percer Reading 5.0 7.6 14.9 26.1 46.5	5.6 10.1 17.3 22.2	6.2 6.9 17.6 34.5 34.8 Number of	4.9 8.1 17.3 29.3 40.4	I
Perfo. 5 4 3 2 1	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Percer Reading 5.0 7.6 14.9 26.1 46.5	5.6 10.1 17.3 22.2 44.8	6.2 6.9 17.6 34.5 34.8 Number of	8.1 17.3 29.3 40.4 Tests	I

1999-2000 Growth

Pacific Islander

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 2-8

School: FULLER (MERLE L.) ELEMENTARY

County: MADERA

District: CHOWCHILLA ELEMENTARY

CDS Code: 20-65193-6023881 School Type: ELEMENTARY

STAR					1999-2000 Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
100	472	432	18	40	

M			
	Comparable	Both	
School-	Improve-	Schoolwide	Awards
wide	ment (CI)	and CI	Eligible
YES	YES	YES	YES

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	2	Percent with a response*	100	A Class Class (CDEDC)	
American Indian or Alaska Native	2	Of those with a response:	.00	Average Class Size (CBEDS) Grade Levels	Average
Asian	0	Not high school graduate	48	K-3	19
Filipino	0	High school graduate	32		
Hispanic or Latino	51	Some college	15	4-6	N/A
Pacific Islander	0	College graduate	4	Core academic courses in	
White not Hispanic	46	Graduate school	1	departmentalized programs	N/A
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	78	parent education level information.		School Mobility (Stanford 9)	13
			Average	, ,	
English Language Learners (Stanford 9)	38	Average Parent Education Level	1.77	This is the percent of students who first attended this	
Fully credentialled teachers (CBEDS)	96	(Stanford 9)		school in the current year.	Number
•		The average of all responses where "1" r	epresents "Not a	Enrollment on the first day of testing grades 2-11	184
Teachers with emergency credentials (CBEDS)	8	high school graduate" and "5" represent	s "Graduate school."	less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	104
				Number of students included in the 2000 API	158

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Schoolwide API for Grades 2-8

School: FULLER (MERLE L.) ELEMENTARY

County: MADERA

District: CHOWCHILLA ELEMENTARY

CDS Code: 20-65193-6023881 School Type: ELEMENTARY

Schoolwide

1999-2000

2000	1999	1999-2000	Similar Schools	Met Schoolwide
API (Growth)	API (Base)	Growth	Growth Rank	Target
472	432	40		YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9)		Reading	5		Mathem	atics		Langua	ge		Spelling	Ţ,
A	В		С	D		E	F		G	Н		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Score in
5 80-99th NPR	1000	7	4.55	45.45	13	8.23	82.28	10	6.33	63.29	4	2.53	25.32
4 60-79th NPR	875	16	10.39	90.91	18	11.39	99.68	21	13.29	116.30	22	13.92	121.84
3 40-59th NPR	700	27	17.53	122.73	26	16.46	115.19	8	5.06	35.44	20	12.66	88.61
2 20-39th NPR	500	34	22.08	110.39	40	25.32	126.58	38	24.05	120.25	38	24.05	120.25
1 1-19th NPR	200	70	45.45	90.91	61	38.61	77.22	81	51.27	102.53	74	46.84	93.67
a Total Weightedb Content Area V		Bands	a x b	460.39			500.95 40%			437.82 15%			449.68 15%
c Total Weighted	U	ntent Area	=	138.12		+	200.38		+	65.67		+	67.45
										2000 41	DT (Cx	ovvtb)	470

2000 API (Growth) 472

Number of tests contributing to scores:

154

158

158

Num 158 contr

Number of pupils with tests contributing to the API:

158

NPR is the National Percentile Rank

"N/A" means a number is not applicable or not available due to missing data.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and

2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

School: FULLER (MERLE L.) ELEMENTARY

are considered numerically significant: the group (1) contains at least 100 students with valid test County: **MADERA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students **CHOWCHILLA ELEMENTARY** District: with valid scores. CDS Code: 20-65193-6023881 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 3 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Performance Bands Reading Math Language Spelling Reading Math Language Spelling 80-99th NPR 80-99th NPR 60-79th NPR 4 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 0 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target Met Subgroup Target 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

1999-2000 Academic Performance Index (API) Growth Report **Subgroups for Grades 2-8, Page 2 of 2**

School: FULLER (MERLE L.) ELEMENTARY

County: **MADERA**

CHOWCHILLA ELEMENTARY District:

CDS Code: 20-65193-6023881

Hispa	anic or Latino	Percen	t of Pupils	in Each Ban	d
Perfo	rmance Bands	Reading	Math	Language	Spelling
5	80-99th NPR	2.5	6.1	2.4	1.2
4	60-79th NPR	5.0	8.5	4.9	8.5
3	40-59th NPR	17.5	19.5	4.9	11.0
2	20-39th NPR	22.5	23.2	22.0	25.6
_1	1-19th NPR	52.5	42.7	65.9	53.7
423	2000 API (Gro	wth)	82	Number of Contributin	Tests g to the API
390	1999 API (Bas	e)			
14	1999-2000 Gro	owth Tar	get		
33	1999-2000 Gro	owth	YES	Met Sub	group Tar

Whit	White not Hispanic Percent of Pupils in Each Band									
Perfo	rmance Bands	Reading	Math	Language	Spelling					
5	80-99th NPR	7.2	11.6	11.6	4.3					
4	60-79th NPR	17.4	15.9	24.6	21.7					
3	40-59th NPR	18.8	14.5	5.8	14.5					
2	20-39th NPR	21.7	27.5	26.1	23.2					
1	1-19th NPR	34.8	30.4	31.9	36.2					
546	2000 API (Gro	owth)	69	Number of Contributin	Tests ig to the API					
506	1999 API (Bas	e)								
14	1999-2000 Gro	owth Tar	get							
40	1999-2000 Gro	owth	YES	Met Sub	group Tar	rge				

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Percent of Pupils in Each Band

Math Language Spelling

		_							
5	80-99th NPR								
4	60-79th NPR								
3	40-59th NPR								
2	20-39th NPR								
1	1-19th NPR								
	2000 API (Gro	wth)	0	Number of Contributin	Tests	ſ			
	1999 API (Bas	e)							
	1999-2000 Gro	owth Tar	get						
1999-2000 Growth Met Subgroup Target									
	-								
Socio	economically D	isadvan	taged						
		Percer	t of Pupils	in Each Ban	d				
Perfo	rmance Bands	Reading	Math	Language	Spelling				
5	80-99th NPR	3.3	6.5	3.2	1.6]			
4	60-79th NPR	4.2	8.9	6.5	11.3				
3	40-59th NPR	16.7	16.9	4.8	12.1				
2	20-39th NPR	23.3	23.4	25.0	23.4				
1	1-19th NPR	52.5	44.4	60.5	51.6				
427	2000 API (Gro		124	Number of Contributing	Tests	. Т			

Reading

Pacific Islander

Performance Bands

402 | 1999 API (Base)

14 | 1999-2000 Growth Target 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 2-8

School: WILSON ELEMENTARY

County: MADERA

District: CHOWCHILLA ELEMENTARY

CDS Code: 20-65193-6023907 School Type: MIDDLE

					1999-2000
STAR					Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
100	568	589	11	-21	

M									
	Comparable Both								
School-	Improve-	Schoolwide	Awards						
wide	ment (CI)	and CI	Eligible						
NO	NO	NO	NO						

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	3	Percent with a response*	91	A Class Class (CDEDC)	
American Indian or Alaska Native	2	Of those with a response:	0.	Average Class Size (CBEDS) Grade Levels	Average
Asian	1	Not high school graduate	63	K-3	· ·
Filipino	0	High school graduate	16		N/A
Hispanic or Latino	44	Some college	13	4-6	24
Pacific Islander	0	College graduate	6	Core academic courses in	
White not Hispanic	47	Graduate school	2	departmentalized programs	25
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	68	parent education level information.		School Mobility (Stanford 9)	15
,			Average	• ` '	_
English Language Learners (Stanford 9)	34	Average Parent Education Level	1.68	This is the percent of students who first attended this school in the current year.	37 1
Fully credentialled teachers (CBEDS)	75	(Stanford 9)			Number
Teachers with emergency credentials (CBEDS)	21	The average of all responses where "1" n high school graduate" and "5" represent		Enrollment on the first day of testing grades 2-11	543
		mgn seneer graamate and to represent	o oracine senson	less students excused from testing due to IEP statement or parent written request	
				(STAR Apportionment)	
				(~	
				Number of students included in the 2000 API	423

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Schoolwide API for Grades 2-8

School: WILSON ELEMENTARY

County: MADERA

District: CHOWCHILLA ELEMENTARY

CDS Code: 20-65193-6023907 School Type: MIDDLE

Schoolwide

1999-2000

 2000
 1999
 1999-2000
 Similar Schools
 Met Schoolwide

 API (Growth)
 API (Base)
 Growth
 Growth Rank
 Target

 568
 589
 -21
 NO

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

actors E	No. in Each Band	C Percent of Pupils in Each Band	D Weighted Score in Each Band	No. in Each	E Percent of	F Weighted		G	H Weighted		I	J
actors E	Each	Pupils in	Score in		Percent of	Weighted		_	Weighted			
000			(B x C)	Band	Pupils in Each Band	Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Score in
000	35	8.31	83.14	28	6.62	66.19	48	11.43	114.29	42	9.98	99.76
875	65	15.44	135.10	74	17.49	153.07	83	19.76	172.92	55	13.06	114.31
700	91	21.62	151.31	80	18.91	132.39	87	20.71	145.00	79	18.76	131.35
500	131	31.12	155.58	140	33.10	165.48	104	24.76	123.81	104	24.70	123.52
200	99	23.52	47.03	101	23.88	47.75	98	23.33	46.67	141	33.49	66.98
nt		a x b = c	572.15 30% 171.64		L	564.89 40% 225.96		L	602.68 15% 90.40		L	535.93 15% 80.39
700 500 200 re A	0 0 0 Across Ba	0 91 0 131 0 99 Across Bands	0 91 21.62 0 131 31.12 0 99 23.52 Across Bands $\frac{\mathbf{a}}{\mathbf{x}}$	0 91 21.62 151.31 0 131 31.12 155.58 0 99 23.52 47.03 Across Bands	0 91 21.62 151.31 80 131 31.12 155.58 140 0 99 23.52 47.03 101 Across Bands a 572.15 b 30% = 474.64	0 91 21.62 151.31 80 18.91 131 31.12 155.58 140 33.10 0 99 23.52 47.03 101 23.88 Across Bands	0 91 21.62 151.31 80 18.91 132.39 0 131 31.12 155.58 140 33.10 165.48 0 99 23.52 47.03 101 23.88 47.75 Across Bands a 572.15 b 30% 564.89 40%	0 91 21.62 151.31 80 18.91 132.39 87 0 131 31.12 155.58 140 33.10 165.48 104 0 99 23.52 47.03 101 23.88 47.75 98 Across Bands	0 91 21.62 151.31 80 18.91 132.39 87 20.71 131 31.12 155.58 140 33.10 165.48 104 24.76 99 23.52 47.03 101 23.88 47.75 98 23.33 Across Bands 8 572.15 5 40%	91 21.62 151.31 80 18.91 132.39 87 20.71 145.00 131 31.12 155.58 140 33.10 165.48 104 24.76 123.81 99 23.52 47.03 101 23.88 47.75 98 23.33 46.67 Across Bands	0 91 21.62 151.31 80 18.91 132.39 87 20.71 145.00 79 131 31.12 155.58 140 33.10 165.48 104 24.76 123.81 104 Across Bands a x x 572.15 564.89 40% 602.68 15% for Content Area: c 171.64 + 225.96 + 90.40	0 91 21.62 151.31 80 18.91 132.39 87 20.71 145.00 79 18.76 131 31.12 155.58 140 33.10 165.48 104 24.76 123.81 104 24.70 141 33.49 Across Bands

Number of tests contributing to scores:

421

423

420

Number of pupils with tests contributing to the API:

423

NPR is the National Percentile Rank

[&]quot;N/A" means a number is not applicable or not available due to missing data.

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

Note: Data are reported only for subgroups which were numerically significant in both 1999 and School: WILSON ELEMENTARY 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: **MADERA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students CHOWCHILLA ELEMENTARY District: with valid scores. CDS Code: 20-65193-6023907 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 11 10 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Performance Bands Math Language Spelling Reading Language Spelling Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 6 0 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target Met Subgroup Target 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

1999-2000 Academic Performance Index (API) Growth Report Subgroups for Grades 2-8, Page 2 of 2

School: WILSON ELEMENTARY

White not Hispanic

County: MADERA

District: CHOWCHILLA ELEMENTARY

CDS Code: 20-65193-6023907

Hispa	anic or Latino	Percen	t of Pupils	in Each Ban	d						
Perfo	rmance Bands	Reading	Math	Language	Spelling						
5	80-99th NPR	2.2	2.7	6.4	5.3						
4	60-79th NPR	9.7	11.2	16.6	10.1						
3	40-59th NPR	19.4	18.1	19.3	16.0						
2	20-39th NPR	37.6	37.8	28.3	28.7						
_1	1-19th NPR	31.2	30.3	29.4	39.9						
501	2000 API (Gro	wth)	188	Number of Contributin	Tests g to the API						
506	1999 API (Bas	e)									
9	1999-2000 Growth Target										
-5	1999-2000 Gro	owth	NO	Met Sub	group Targ						

VV 1111	e not mspainc	Percen	it of Pupils	in Each Ban	d
Perfo	ormance Bands	Reading	Math	Language	Spelling
5	80-99th NPR	12.6	9.5	14.7	12.1
4	60-79th NPR	21.1	21.6	21.8	16.7
3	40-59th NPR	23.6	20.6	23.9	20.2
2	20-39th NPR	27.6	30.2	22.3	22.7
1	1-19th NPR	15.1	18.1	17.3	28.3
624	2000 API (Gro	owth)	199	Number of Contributin	Tests ig to the API
643	1999 API (Bas	se)			
9	1999-2000 Gro	owth Tar	get		
-19	1999-2000 Gro	owth	NO	Met Sub	group Targe

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Pacif	ic Islander	Percer	nt of Pupils i	in Each Ban	d				
Perfo	rmance Bands	Reading	Math	Language	Spelling				
5	80-99th NPR								
4	60-79th NPR								
3	40-59th NPR								
2	20-39th NPR								
1	1-19th NPR								
	2000 API (Gro	,	1	Number of Contributin	Tests g to the AP	[
	1999 API (Bas	se)							
	1999-2000 Gro	owth Tar	get						
				Met Subgroup Target					
	1999-2000 Gro	owth		Met Sub	group Ta	rget			
Socio	1999-2000 Gro	Disadvan		Met Sub		rget			
		Disadvan				rget			
	economically D	Disadvan Percer	nt of Pupils i	in Each Ban	d	rget			
Perfo	economically D	Disadvan Percer Reading	nt of Pupils i Math	in Each Ban Language	d Spelling	rget			
Perfo.	economically December 1997 Property 1997 Pro	Percer Reading 6.3	Math 4.8	in Each Ban Language 9.5	d Spelling	rget			
Perfo.	economically Drance Bands 80-99th NPR 60-79th NPR	Pisadvan Percer Reading 6.3 13.5	Math 4.8 15.4	in Each Ban Language 9.5 18.4	d Spelling 9.2 11.2	rget			
Perfo. 5 4 3	economically December Bands 80-99th NPR 60-79th NPR 40-59th NPR	Percer Reading 6.3 13.5 22.3	Math 4.8 15.4 19.9	in Each Ban Language 9.5 18.4 20.7	d Spelling 9.2 11.2 18.9	rget			
Perfo. 5 4 3 2	rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Pisadvan Percer Reading 6.3 13.5 22.3 31.8 26.1	4.8 4.8 15.4 19.9 33.3	9.5 18.4 20.7 26.1 25.3 Number of	d Spelling 9.2 11.2 18.9 25.8 35.0				
Perfo. 5 4 3 2 1	economically December Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Pisadvan Percer Reading 6.3 13.5 22.3 31.8 26.1	4.8 15.4 19.9 33.3 26.5	9.5 18.4 20.7 26.1 25.3 Number of	d Spelling 9.2 11.2 18.9 25.8 35.0				

1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Donasant of Danils in Each Danid

Met Subgroup Target

1999-2000 Academic Performance Index (API) Growth Report

List of Schools - District Level

November 3, 2000

District: CHOWCHILLA UNION HIGH

County: MADERA CD Code: 20-65201

	STAR			1999-		1999-2000 Similar	N	Met Growth Target			
High Schools	2000 Percent Tested	2000 API (Growth)	1999 API (Base)	2000 Growth Target	1999- 2000 Growth	Schools Growth Rank	School- wide	Comparable Improve- ment (CI)	Both Schoolwide and CI	Awards Eligible	
CHOWCHILLA HIGH	98	580	605	10	-25		NO	NO	NO	NO	

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Missing schools - some schools in the district may not appear on this list because 1999 or 2000 APIs were not generated for them. Small schools (fewer than 100 pupils with valid Stanford 9 test scores), county-administered schools, community day schools, alternative schools, continuation schools, and independent study schools are excluded from the API system. An alternative accountability system is to be developed for these schools.

Note: 1999-2000 Similar Schools Growth Ranks will be available in December 2000 For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 9-11

School: CHOWCHILLA HIGH

County: MADERA

District: CHOWCHILLA UNION HIGH

CDS Code: 20-65201-2032357 School Type: HIGH SCHOOL

CTAD					1999-2000
STAR	2000	1000	1000 2000	1000	Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
98	580	605	10	-25	

M	Met Growth Target											
	Comparable Both											
School-	-											
wide	wide ment (CI) and CI											
NO	NO NO NO											

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	2	Percent with a response*	86	A Class Class (CDEDC)	
American Indian or Alaska Native	1	Of those with a response:		Average Class Size (CBEDS) Grade Levels	Average
Asian	1	Not high school graduate	23	K-3	N/A
Filipino	0	High school graduate	25		
Hispanic or Latino	34	Some college	29	4-6	N/A
Pacific Islander	0	College graduate	18	Core academic courses in	
White not Hispanic	54	Graduate school	5	departmentalized programs	25
Participants in Free or Reduced Price Lunch (Stanford 9)	37	* This number is the percentage of student parent education level information.	answer documents with	School Mobility (Stanford 9)	13
English Language Learners (Stanford 9)	6	Average Parent Education Level (Stanford 9)	Average 2.58	This is the percent of students who first attended this school in the current year.	Number
Fully credentialled teachers (CBEDS)	71	The average of all responses where "1" r	enresents "Not a		
Teachers with emergency credentials (CBEDS)	29	high school graduate" and "5" represent.	*	Enrollment on the first day of testing grades 2-11 less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	563
				Number of students included in the 2000 API	296

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report **Schoolwide API for Grades 9-11**

CHOWCHILLA HIGH **School:**

County: **MADERA**

District: **CHOWCHILLA UNION HIGH**

CDS Code: 20-65201-2032357 School Type: HIGH SCHOOL

Schoolwide

1999-2000

2000	1999	1999-2000	Similar Schools	Met Schoolwide
API (Growth)	API (Base)	Growth	Growth Rank	Target
580	605	-25		NO

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

	Stanford 9)		Reading	5		Mathen	natics		Langua	ge		Science		Social Science		
	A	В		C	D		E	F		G	Н		I	J		K	L
Pe	rformance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x K)
5	80-99th NPR	1000	26	8.78	87.84	45	15.36	153.58	33	11.26	112.63	36	12.24	122.45	39	13.36	133.56
4	60-79th NPR	875	49	16.55	144.85	51	17.41	152.30	43	14.68	128.41	59	20.07	175.60	65	22.26	194.78
3	40-59th NPR	700	46	15.54	108.78	60	20.48	143.34	64	21.84	152.90	39	13.27	92.86	47	16.10	112.67
2	20-39th NPR	500	76	25.68	128.38	70	23.89	119.45	60	20.48	102.39	79	26.87	134.35	69	23.63	118.15
1	1-19th NPR	200	99	33.45	66.89	67	22.87	45.73	93	31.74	63.48	81	27.55	55.10	72	24.66	49.32
b				20%	-	+	614.42 20% 122.88		+	559.81 20% 111.96		+	580.36 20% 116.07 2000 Al		+	608.48 20% 121.70	

Number of tests

296 contributing to scores:

293

293

294

292

Number of pupils with tests contributing to the API:

NPR is the National Percentile Rank

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and

1999-2000 Academic Performance Index (API) Growth Report **Subgroup for Grades 9-11, Page 1 of 2**

2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: **MADERA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students CHOWCHILLA UNION HIGH District: with valid scores. CDS Code: 20-65201-2032357 **African American not Hispanic** American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Performance Bands Performance Bands Language Science Reading Language Science Soc. Sci. Reading Soc. Sci. 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 40-59th NPR 3 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 8 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Asian **Filipino** Percent of Pupils in Each Band Percent of Pupils in Each Band Performance Bands Math Language Science Soc. Sci. Performance Bands Reading Math Language Science Soc. Sci. Reading 80-99th NPR 80-99th NPR 60-79th NPR 4 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target

NPR is the National Percentile Rank.

School: CHOWCHILLA HIGH

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target. For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test

scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students

1999-2000 Academic Performance Index (API) Growth Report Subgroups for Grades 9-11, Page 2 of 2

School: CHOWCHILLA HIGH

County: MADERA

District: CHOWCHILLA UNION HIGH

CDS Code: 20-65201-2032357

Hispanic or Latino Percent of Pupils in Each Band				Pacific	: Islander	P	ercent of P	upils in Eacl	h Band				
Perfo	rmance Bands	Reading	Math	Language	Science	Soc. Sci.	Perform	nance Bands	Reading	Math	Language	Science	Soc. Sci.
5	80-99th NPR	5.6	4.5	4.6	2.2	8.0	5	80-99th NPR					
4	60-79th NPR	10.1	14.8	11.5	10.1	14.8	4	60-79th NPR					
3	40-59th NPR	11.2	19.3	17.2	14.6	18.2	3						
2	20-39th NPR	21.3	34.1	17.2	31.5	23.9	2						
_1	1-19th NPR	51.7	27.3										
480	480 2000 API (Growth) 89 Number of Tests Contributing to the API 497 1999 API (Base)						2000 API (Gro 1999 API (Bas	<i>'</i>	1	Number Contribu	of Tests ting to the	API	
	`		4					•	,	-4			
8	1999-2000 Gro	`						1999-2000 Gro	·	get	٦		
-17	1999-2000 Gro	owth	N) Met	Subgroup	Target 1		1999-2000 Growth Met Subg				ıbgroup '	Target
							Socioe	conomically D	isadvant	aged			
White	e not Hispanic	P	ercent of I	Pupils in Eac	h Band				P	ercent of P	upils in Eacl	h Band	
Perfo	rmance Bands	Reading	Math	Language	Science	Soc. Sci.	Perform	nance Bands	Reading	Math	Language	Science	Soc. Sci.
5	80-99th NPR	10.8	19.3	15.0	17.5	16.5	5	5 80-99th NPR 4 60-79th NPR		2.8	2.8	0.9	7.3
4	60-79th NPR	21.0	21.1	15.6	27.7	29.9	4	60-79th NPR	10.9	12.8	12.0	10.9	11.0
3	40-59th NPR	19.2	22.3	24.6	10.2	12.2	3	40-59th NPR	12.7	21.1	13.9	17.3	18.3
2	20-39th NPR	27.5	17.5	22.8	25.9	23.2	2	20-39th NPR	20.0	35.8	18.5	30.0	24.8
1	1-19th NPR	21.6	19.9	22.2	18.7	18.3	1	1-19th NPR	53.6	27.5	52.8	40.9	38.5
640	2000 API (Gro	API (Growth) Number of Tests Contributing to the API		e API	465	2000 API (Gro	wth)	110	Number Contribu	of Tests ting to the	API		
662	1999 API (Bas	se)					465						
8	1999-2000 Gro	owth Targ	get				8	1999-2000 Gro	owth Targ	get			
-22	1999-2000 Gre	owth	N	O Met	tet Subgroup Target 0 1999-2000 Growth NO				Met Su	ıbgroup '	Target		

with valid scores.

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

1999-2000 Academic Performance Index (API) Growth Report

List of Schools - District Level

November 3, 2000

District: COARSEGOLD UNION ELEM

County: MADERA CD Code: 20-65219

	STAR			1999-		1999-2000 Similar	N	let Growth T	arget	
Elementary Schools	2000 Percent Tested	2000 API (Growth)	1999 API (Base)	2000 Growth Target	1999- 2000 Growth	Schools Growth Rank	School- wide	Comparable Improve- ment (CI)	Both Schoolwide and CI	Awards Eligible
COARSEGOLD ELEMENTARY	100	771	728	4	43		YES	YES	YES	YES
RIVERGOLD ELEMENTARY	100	788	733	3	55		YES	YES	YES	YES

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Missing schools - some schools in the district may not appear on this list because 1999 or 2000 APIs were not generated for them. Small schools (fewer than 100 pupils with valid Stanford 9 test scores), county-administered schools, community day schools, alternative schools, continuation schools, and independent study schools are excluded from the API system. An alternative accountability system is to be developed for these schools.

Note: 1999-2000 Similar Schools Growth Ranks will be available in December 2000

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report **Summary for Grades 2-8**

COARSEGOLD ELEMENTARY **School:**

MADERA County:

COARSEGOLD UNION ELEM District:

CDS Code: 20-65219-6023915 School Type: ELEMENTARY

STAR					Similar	M			
2000	2000	1999	1999-2000	1999-	Schools		Comparable	Both	
Percent	API	API	Growth	2000	Growth	School-	Improve-	Schoolwide	Awards
Tested	(Growth)	(Base)	Target	Growth	Rank	wide	ment (CI)	and CI	Eligible
100	771	728	4	43		YES	YES	YES	YES

1000 2000

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	1	Percent with a response*	87	A Class Class (CDEDC)	
American Indian or Alaska Native	5	Of those with a response:	0.	Average Class Size (CBEDS) Grade Levels	Average
Asian	0	Not high school graduate	4	K-3	17
Filipino	0	High school graduate	21		
Hispanic or Latino	6	Some college	36	4-6	28
Pacific Islander	0	College graduate	28	Core academic courses in	
White not Hispanic	83	Graduate school	11	departmentalized programs	26
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	34	parent education level information.		Sahaal Mahility (Stanford 0)	27
(Average	School Mobility (Stanford 9)	
English Language Learners (Stanford 9)	0	Average Parent Education Level	3.21	This is the percent of students who first attended this	
Fully credentialled teachers (CBEDS)	92	(Stanford 9)		school in the current year.	Number
•		The average of all responses where "1" r	epresents "Not a	Enrollment on the first day of testing grades 2-11	491
Teachers with emergency credentials (CBEDS)	8	high school graduate" and "5" represents "Graduate school."		less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	101
				Number of students included in the 2000 API	422

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Schoolwide API for Grades 2-8

School: COARSEGOLD ELEMENTARY

County: MADERA

District: COARSEGOLD UNION ELEM

CDS Code: 20-65219-6023915 School Type: ELEMENTARY

Schoolwide

1999-2000

 2000
 1999
 1999-2000
 Similar Schools
 Met Schoolwide

 API (Growth)
 API (Base)
 Growth
 Growth Rank
 Target

 771
 728
 43
 YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford	9		Reading	5		Mathematics			Langua	ge	Spelling		
A	В		C	D		\mathbf{E}	\mathbf{F}		G	Н		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5 80-99th NPR	1000	105	26.12	261.19	153	36.43	364.29	137	32.62	326.19	84	19.91	199.05
4 60-79th NPR	875	114	28.36	248.13	114	27.14	237.50	123	29.29	256.25	102	24.17	211.49
3 40-59th NPR	700	93	23.13	161.94	78	18.57	130.00	67	15.95	111.67	82	19.43	136.02
2 20-39th NPR	500	59	14.68	73.38	56	13.33	66.67	66	15.71	78.57	91	21.56	107.82
1 1-19th NPR	200	31	7.71	15.42	19	4.52	9.05	27	6.43	12.86	63	14.93	29.86
b Content Area	ted Score Across Weight ted Score for Co		a x b = c	760.07 30% 228.02		+	807.50 40% 323.00		+	785.54 15% 117.83	-	+	684.24 15% 102.64
										2000 Al	PI (Gr	owth)	771

Number of tests contributing to scores:

402

420

Number of pupils with tests contributing to the API:

NPR is the National Percentile Rank

422

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

School: COARSEGOLD ELEMENTARY 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: MADERA scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students COARSEGOLD UNION ELEM District: with valid scores. CDS Code: 20-65219-6023915 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 27 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 0 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target

NPR is the National Percentile Rank.

1999-2000 Growth

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

Met Subgroup Target

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

1999-2000 Growth

1999-2000 Academic Performance Index (API) Growth Report **Subgroups for Grades 2-8, Page 2 of 2**

School: COARSEGOLD ELEMENTARY Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: **MADERA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students

COARSEGOLD UNION ELEM District: with valid scores.

1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Socioeconomically Disadvantaged Percent of Pupils in Each Bard	
4 60-79th NPR 4 60-79th NPR 3 40-59th NPR 3 40-59th NPR 4 60-79th NPR 3 40-59th NPR 4 60-79th NPR 3 40-59th NPR 4 60-79th NPR 4 60-79th NPR 3 40-59th NPR 4 60-79th NPR 4 60-79th NPR 3 40-59th NPR 4 60-79th NPR 2 20-39th NPR 1 1-19th NPR 1 <td></td>	
3 40-59th NPR 2 20-39th NPR 2 20-39th NPR 1 1-19th NPR 1 1	
2 20-39th NPR 1 1-19th NPR 1 1-1	
1 1-19th NPR	
2000 API (Growth) 23 Number of Tests Contributing to the API 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Socioeconomically Disadvantaged Percent of Pupils in Each Band	
2000 API (Growth) 23 Contributing to the API 2000 API (Growth) 1 Contributing to the API 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Socioeconomically Disadvantaged Percent of Pupils in Each Bard	
1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Socioeconomically Disadvantaged Percent of Pupils in Each Bard	
1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Socioeconomically Disadvantaged Percent of Pupils in Each Band Percent of Pupils in Each Band	
White not Hispanic Percent of Pupils in Each Band Socioeconomically Disadvantaged Percent of Pupils in Each Band Percent of Pupils in Each Band	
White not Hispanic Percent of Pupils in Each Band Percent of Pupils in Each Band	group Targe
White not Hispanic Percent of Pupils in Each Band Percent of Pupils in Each Band	
	d
Performance Bands Reading Math Language Spelling Performance Bands Reading Math Language	Spelling
5 80-99th NPR 26.8 37.9 34.1 20.4 5 80-99th NPR	
4 60-79th NPR 31.0 28.5 29.5 25.2 4 60-79th NPR	
3 40-59th NPR 23.2 17.4 16.8 21.0 3 40-59th NPR	
2 20-39th NPR 13.7 12.3 13.6 20.7 2 20-39th NPR	
1 1-19th NPR 5.4 4.0 6.0 12.7 1 1-19th NPR	
786 2000 API (Growth) 353 Number of Tests Contributing to the API 2000 API (Growth) 141 Number of Contributing to the API	Tests ig to the API
750 1999 API (Base) 1999 API (Base)	-
3 1999-2000 Growth Target 1999-2000 Growth Target	
36 1999-2000 Growth YES Met Subgroup Target 1999-2000 Growth Met Sub	

NPR is the National Percentile Rank.

CDS Code: 20-65219-6023915

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 2-8

School: RIVERGOLD ELEMENTARY

County: MADERA

District: COARSEGOLD UNION ELEM

CDS Code: 20-65219-6110019 School Type: ELEMENTARY

STAR					1999-2000 Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
100	788	733	3	55	

I	M			
		Comparable	Both	
	School-	Improve-	Schoolwide	Awards
	wide	ment (CI)	and CI	Eligible
ſ	YES	YES	YES	YES

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	1	Percent with a response*	87	A CI CI (CDEDC)	
American Indian or Alaska Native	3	Of those with a response:	0.	Average Class Size (CBEDS)	Average
Asian	2	Not high school graduate	3	Grade Levels	Ü
Filipino	0	High school graduate	17	K-3	18
Hispanic or Latino	6	Some college	35	4-6	25
Pacific Islander	1	College graduate	24	Core academic courses in	
White not Hispanic	79	Graduate school	21	departmentalized programs	N/A
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	28	parent education level information.		School Mobility (Stanford 9)	17
			Average	,	
English Language Learners (Stanford 9)	0	Average Parent Education Level	3.44	This is the percent of students who first attended this school in the current year.	
Fully credentialled teachers (CBEDS)	91	(Stanford 9)	, UNI	school in me current year.	Number
Teachers with emergency credentials (CBEDS)	9	The average of all responses where "1" r high school graduate" and "5" represent		Enrollment on the first day of testing grades 2-11 less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	289
				Number of students included in the 2000 API	246

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Schoolwide API for Grades 2-8

School: RIVERGOLD ELEMENTARY

County: MADERA

District: COARSEGOLD UNION ELEM

CDS Code: 20-65219-6110019 School Type: ELEMENTARY

Schoolwide

1999-2000

2000	1999	1999-2000	Similar Schools	Met Schoolwide
API (Growth)	API (Base)	Growth	Growth Rank	Target
788	733	55		YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanfo	ord 9			Reading	5		Mathen	atics		Language Spelli			Spelling	5
A		В		C	D		E	\mathbf{F}		G	Н		I	J
Performance Ba	ands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5 80-99th N	PR	1000	82	35.65	356.52	132	54.10	540.98	73	29.67	296.75	47	19.18	191.84
4 60-79th N	PR	875	53	23.04	201.63	34	13.93	121.93	76	30.89	270.33	47	19.18	167.86
3 40-59th N	PR	700	48	20.87	146.09	39	15.98	111.89	41	16.67	116.67	45	18.37	128.57
2 20-39th N	PR	500	35	15.22	76.09	27	11.07	55.33	36	14.63	73.17	67	27.35	136.73
1 1-19th N	PR	200	12	5.22	10.43	12	4.92	9.84	20	8.13	16.26	39	15.92	31.84
a Total W	eighted	Score Across	Bands	a X	790.76			839.96			773.17			656.84
b Content	Area V	Veight		b	30%			40%			15%			15%
c Total Wo	eighted	Score for Cor	ntent Area	: c	237.23		+	335.98		+	115.98		+	98.53
											2000 A	PI (Gr	rowth)	788

Number of tests contributing to scores:

230

244

246

245

Number of pupils with tests contributing to the API:

246

NPR is the National Percentile Rank

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and

2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

School: RIVERGOLD ELEMENTARY

are considered numerically significant: the group (1) contains at least 100 students with valid test County: **MADERA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students COARSEGOLD UNION ELEM District: with valid scores. CDS Code: 20-65219-6110019 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 8 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 0 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target Met Subgroup Target 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

1999-2000 Academic Performance Index (API) Growth Report **Subgroups for Grades 2-8, Page 2 of 2**

Percent of Pupils in Each Band

School: RIVERGOLD ELEMENTARY Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: **MADERA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students

with valid scores.

COARSEGOLD UNION ELEM District:

Hispanic or Latino

CDS Code: 20-65219-6110019

Performance Bands	Reading	Math	Language	Spelling		
5 80-99th NPR						
4 60-79th NPR						
3 40-59th NPR						
2 20-39th NPR						
1 1-19th NPR						
2000 API (Gro	owth)	15	Number of Contributin		I	
1999 API (Bas	se)			6		
1999-2000 Gr	owth Tar	get				
1999-2000 Gr	owth		Met Sub	group Ta	rget	
	Darcas	at of Dunils	in Each Ran	d		
White not Hispanic Performance Bands	Percer Reading	nt of Pupils Math	in Each Ban Language			
White not Hispanic	Reading	•				
White not Hispanic Performance Bands	Reading 37.8	Math	Language	Spelling		
White not Hispanic Performance Bands 5 80-99th NPR	37.8 23.9	Math 57.1	Language 31.6	Spelling 19.3		
White not Hispanic Performance Bands 5 80-99th NPR 4 60-79th NPR	37.8 23.9 21.7	Math 57.1 14.7	31.6 30.1	Spelling 19.3 20.3		
White not Hispanic Performance Bands 5 80-99th NPR 4 60-79th NPR 3 40-59th NPR	37.8 23.9 21.7 11.7	Math 57.1 14.7 14.1	31.6 30.1 18.1	Spelling 19.3 20.3 16.7		
White not Hispanic Performance Bands 5 80-99th NPR 4 60-79th NPR 3 40-59th NPR 2 20-39th NPR	37.8 23.9 21.7 11.7 5.0	Math 57.1 14.7 14.1 11.0	31.6 30.1 18.1 12.4	Spelling 19.3 20.3 16.7 28.6 15.1 Tests	ī	
White not Hispanic Performance Bands 5 80-99th NPR 4 60-79th NPR 3 40-59th NPR 2 20-39th NPR 1 1-19th NPR	Reading 37.8 23.9 21.7 11.7 5.0 with)	Math 57.1 14.7 14.1 11.0 3.1	31.6 30.1 18.1 12.4 7.8 Number of	Spelling 19.3 20.3 16.7 28.6 15.1 Tests	ī.	
White not Hispanic Performance Bands 5 80-99th NPR 4 60-79th NPR 3 40-59th NPR 2 20-39th NPR 1 1-19th NPR 802 2000 API (Gro	Reading 37.8 23.9 21.7 11.7 5.0 with) se)	Math 57.1 14.7 14.1 11.0 3.1	31.6 30.1 18.1 12.4 7.8 Number of	Spelling 19.3 20.3 16.7 28.6 15.1 Tests	1	

Pacific	Pacific Islander Percent of Pupils in Each Band								
Perfor	mance Bands	Reading	Math	Language	Spelling				
5	80-99th NPR								
4	60-79th NPR								
3	40-59th NPR								
2	20-39th NPR								
1	1-19th NPR								
2000 API (Growth) 4 Number of Tests Contributing to the API 1999 API (Base)									
	1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target								
Socioeconomically Disadvantaged Percent of Pupils in Each Band									
Perfor	mance Bands	Reading	Math	Language	Spelling				

1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target

80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR

2000 API (Growth)

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Number of Tests

Contributing to the API

1999-2000 Academic Performance Index (API) Growth Report

List of Schools - District Level

November 3, 2000

District: GOLDEN VALLEY UNIFIED

County: MADERA CD Code: 20-75580

	STAR			1999-		1999-2000 Similar	N	let Growth T	arget	
Elementary Schools	2000 Percent Tested	2000 API (Growth)	1999 API (Base)	2000 Growth Target	1999- 2000 Growth	Schools Growth Rank	School- wide	Comparable Improve- ment (CI)	Both Schoolwide and CI	Awards Eligible
WEBSTER ELEMENTARY	100	795	743	3	52		YES	YES	YES	YES

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Missing schools - some schools in the district may not appear on this list because 1999 or 2000 APIs were not generated for them. Small schools (fewer than 100 pupils with valid Stanford 9 test scores), county-administered schools, community day schools, alternative schools, continuation schools, and independent study schools are excluded from the API system. An alternative accountability system is to be developed for these schools.

Note: 1999-2000 Similar Schools Growth Ranks will be available in December 2000 For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 2-8

School: WEBSTER ELEMENTARY

County: MADERA

District: GOLDEN VALLEY UNIFIED

CDS Code: 20-75580-6100820 School Type: ELEMENTARY

STAR					1999-2000 Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
100	795	743	3	52	

\mathbf{N}	Met Growth Target								
	Comparable Both								
School-	Improve-	Schoolwide	Awards						
wide	ment (CI)	and CI	Eligible						
YES	YES	YES	YES						

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	1	Percent with a response*	97	A CI C' (CDEDC)	
American Indian or Alaska Native	1	Of those with a response:	0.	Average Class Size (CBEDS) Grade Levels	Average
Asian	2	Not high school graduate	5	K-3	C
Filipino	0	High school graduate	19		20
Hispanic or Latino	21	Some college	32	4-6	30
Pacific Islander	0	College graduate	32	Core academic courses in	
White not Hispanic	72	Graduate school	13	departmentalized programs	N/A
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	21	parent education level information.		School Mobility (Stanford 9)	13
			Average	, ,	
English Language Learners (Stanford 9)	3	Average Parent Education Level (Stanford 9)	3.30	This is the percent of students who first attended this school in the current year.	NT 1
Fully credentialled teachers (CBEDS)	97	,	, UNT		Number
Teachers with emergency credentials (CBEDS)	3	The average of all responses where "1" r high school graduate" and "5" represent		Enrollment on the first day of testing grades 2-11 less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	596
				Number of students included in the 2000 API	496

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Schoolwide API for Grades 2-8

School: WEBSTER ELEMENTARY

County: MADERA

District: GOLDEN VALLEY UNIFIED

CDS Code: 20-75580-6100820 School Type: ELEMENTARY

Schoolwide

1999-2000

2000	1999	1999-2000	Similar Schools	Met Schoolwide
API (Growth)	API (Base)	Growth	Growth Rank	Target
795	743	52		YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9)		Reading		Mathematics			g Mathematics Language			ge		Spelling	
A	В		C	D		E	F		G	H		I	J	
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)	
5 80-99th NPR	1000	140	28.34	283.40	219	44.15	441.53	165	33.33	333.33	125	25.20	252.02	
4 60-79th NPR	875	131	26.52	232.03	121	24.40	213.46	143	28.89	252.78	108	21.77	190.52	
3 40-59th NPR	700	120	24.29	170.04	91	18.35	128.43	102	20.61	144.24	100	20.16	141.13	
2 20-39th NPR	500	80	16.19	80.97	48	9.68	48.39	57	11.52	57.58	103	20.77	103.83	
1 1-19th NPR	200	23	4.66	9.31	17	3.43	6.85	28	5.66	11.31	60	12.10	24.19	
a Total Weightedb Content Area Vc Total Weighted	Weight		a x b = a: c	775.76 30% 232.73		+	838.66 40% 335.46		+	799.24 15% 119.89		+	711.69 15% 106.75	
•			C			1			1	2000 13				

2000 API (Growth) 795

Number of tests contributing to scores:

494

496

495

496 Numb

Number of pupils with tests contributing to the API:

496

NPR is the National Percentile Rank

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

School: WEBSTER ELEMENTARY 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: **MADERA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students **GOLDEN VALLEY UNIFIED** District: with valid scores. CDS Code: 20-75580-6100820 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 13 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target Met Subgroup Target 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

1999-2000 Academic Performance Index (API) Growth Report Subgroups for Grades 2-8, Page 2 of 2

School: WEBSTER ELEMENTARY

White not Hispanic

County: MADERA

District: GOLDEN VALLEY UNIFIED

CDS Code: 20-75580-6100820

Hispa	anic or Latino	Percent of Pupils in Each Band						
Perfo	rmance Bands	Reading Math		Language	Spelling			
5	80-99th NPR	17.0	31.6	26.3	24.2			
4	60-79th NPR	25.5	30.5	27.4	22.1			
3	40-59th NPR	33.0	17.9	24.2	16.8			
2	20-39th NPR	19.1	14.7	13.7	15.8			
1	1-19th NPR	5.3	5.3	8.4	21.1			
751	2000 API (Gro	wth)	95	Number of Tests Contributing to the API				
711	1999 API (Bas	e)						
2	1999-2000 Growth Target							
40	1999-2000 Gro	owth	YES	Met Sub	group Tar			

* * 1110	e not imspaine	1 61 661	u					
Perfo	rmance Bands	Reading	Math	Language	Spelling			
5	80-99th NPR	32.0	48.1	35.5	25.3			
4	60-79th NPR	25.9	22.5	29.2	21.2			
3	40-59th NPR	22.9	18.4	19.3	21.7			
2	20-39th NPR	15.4	8.2	11.3	22.0			
1	1-19th NPR	3.9	2.7	4.7	9.9			
808	2000 API (Gro	owth)	364	Number of Contributin	Tests g to the API			
752	1999 API (Bas							
2	1999-2000 Growth Target							
56	1999-2000 Gro	owth	YES	Met Sub	group Tar			

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Paci	cific Islander Percent of Pupils in Each Band								
Perf	ormance Bands	Reading	Math	Language	Spelling				
5	80-99th NPR								
4	60-79th NPR								
3	40-59th NPR								
2	20-39th NPR								
_1	1-19th NPR								
	2000 API (Gro	owth)	1	Number of Contributin	Tests Ig to the AP	I			
	1999 API (Bas	se)							
	1999-2000 Gre	owth Tar	get						
	1999-2000 Gr	owth		Met Sub	group Ta	rget			
	Socioeconomically Disadvantaged								
Socio	oeconomically I								
	Deconomically I			in Each Ban Language	d Spelling				
	-	Percer	nt of Pupils						
Perf	ormance Bands	Percer Reading	nt of Pupils Math	Language	Spelling				
Perfe	ormance Bands 80-99th NPR	Percer Reading	Math 23.1	Language	Spelling 23.1				
Perfo	ormance Bands 80-99th NPR 60-79th NPR	Percer Reading 10.7 26.2	Math 23.1 29.8	19.4 26.2	23.1 20.2				
Perfe 5 4 3	80-99th NPR 60-79th NPR 40-59th NPR	Percer Reading 10.7 26.2 28.2	23.1 29.8 21.2	19.4 26.2 22.3	23.1 20.2 17.3				
Perfo 5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Percer Reading 10.7 26.2 28.2 22.3 12.6	23.1 29.8 21.2 16.3	19.4 26.2 22.3 23.3 8.7 Number of	23.1 20.2 17.3 19.2 20.2	I			
Perfo 5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Percer Reading 10.7 26.2 28.2 22.3 12.6 pwth)	23.1 29.8 21.2 16.3 9.6	19.4 26.2 22.3 23.3 8.7 Number of	23.1 20.2 17.3 19.2 20.2 Tests	I			
Perfo 5 4 3 2 1 704	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	Percer Reading 10.7 26.2 28.2 22.3 12.6 wwth)	23.1 29.8 21.2 16.3 9.6	19.4 26.2 22.3 23.3 8.7 Number of	23.1 20.2 17.3 19.2 20.2 Tests	I			

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Percent of Pupils in Each Band

1999-2000 Academic Performance Index (API) Growth Report

List of Schools - District Level

November 3, 2000

District: MADERA UNIFIED

County: MADERA CD Code: 20-65243

	STAR			1999-		1999-2000 Similar	N	let Growth T	arget	
Elementary Schools	2000 Percent Tested	2000 API (Growth)	1999 API (Base)	2000 Growth Target	1999- 2000 Growth	Schools Growth Rank	School- wide	Comparable Improve- ment (CI)	Both Schoolwide and CI	Awards Eligible
ADAMS (JOHN) ELEMENTARY	99	682	610	10	72		YES	YES	YES	YES
ALPHA ELEMENTARY	100	606	558	12	48		YES	YES	YES	YES
BERENDA ELEMENTARY	100	660	620	9	40		YES	YES	YES	YES
DIXIELAND ELEMENTARY	100	616	577	11	39		YES	YES	YES	YES
EASTIN-ARCOLA ELEMENTARY	98	566	505	15	61		YES	YES	YES	YES
HOWARD ELEMENTARY	100	669	650	8	19		YES	NO	NO	NO
LA VINA ELEMENTARY	100	487	435	18	52		YES	YES	YES	YES
LINCOLN ELEMENTARY	99	677	662	7	15		YES	YES	YES	YES
MADISON ELEMENTARY	100	479	397	20	82		YES	YES	YES	YES
MILLVIEW ELEMENTARY	99	544	506	15	38		YES	YES	YES	YES
MONROE (JAMES) ELEMENTARY	100	507	434	18	73		YES	YES	YES	YES
RIPPERDAN ELEMENTARY	100	474	476	16	-2		NO	NO	NO	NO
SIERRA VISTA ELEMENTARY	100	464	424	19	40		YES	YES	YES	YES
WASHINGTON (GEORGE) ELEMENTARY	100	529	446	18	83		YES	YES	YES	YES

Middle Schools

JEFFERSON (THOMAS) MIDDLE	100	615	580	11	35	YES	YES	YES	YES
KING (MARTIN LUTHER JR.) MIDDLE	100	511	482	16	29	YES	YES	YES	YES

High Schools

MADERA HIGH	100	533	532	13	1	NO	NO	NO	NO

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Missing schools - some schools in the district may not appear on this list because 1999 or 2000 APIs were not generated for them. Small schools (fewer than 100 pupils with valid Stanford 9 test scores), county-administered schools, community day schools, alternative schools, continuation schools, and independent study schools are excluded from the API system. An alternative accountability system is to be developed for these schools.

Note: 1999-2000 Similar Schools Growth Ranks will be available in December 2000

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 2-8

School: ADAMS (JOHN) ELEMENTARY

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6024004 School Type: ELEMENTARY

STAR					1999-2000 Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
99	682	610	10	72	

N	Met Growth Target								
	Comparable Both								
School-	Improve-	Schoolwide	Awards						
wide	ment (CI)	and CI	Eligible						
YES	YES	YES	YES						

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	YES
African American not Hispanic	3	Percent with a response*	88	Average Class Size (CBEDS)	
American Indian or Alaska Native	0	Of those with a response:		Grade Levels	Average
Asian	1	Not high school graduate	27	K-3	19
Filipino	0	High school graduate	35		
Hispanic or Latino	53	Some college	21	4-6	35
Pacific Islander	0	College graduate	13	Core academic courses in	
White not Hispanic	41	Graduate school	4	departmentalized programs	N/A
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	62	parent education level information.		Cabaal Makilidan (Chanfand O)	18
The Ballet (and a day)			Average	School Mobility (Stanford 9)	.0
English Language Learners (Stanford 9)	31	Average Parent Education Level	2.32	This is the percent of students who first attended this	
E-II dt-II-d t l (CDEDC)	00	(Stanford 9)		school in the current year.	Number
Fully credentialled teachers (CBEDS)	98	The average of all responses where "1" r	represents "Not a	E	004
Teachers with emergency credentials (CBEDS)	2	high school graduate" and "5" represent	*	Enrollment on the first day of testing grades 2-11 less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	604
				Number of students included in the 2000 API	566

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Schoolwide API for Grades 2-8

School: ADAMS (JOHN) ELEMENTARY

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6024004 School Type: ELEMENTARY

Schoolwide

1999-2000

2000 1999 1999-2000 Similar Schools Met Schoolwide API (Growth) API (Base) Growth Growth Rank Target

682 610 72 YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

	Stanford 9)		Reading	5		Mathem	atics		Langua	ge		Spelling	5
	A	В		C	D		E	\mathbf{F}		G	Н		I	J
Perf	Formance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5	80-99th NPR	1000	110	20.75	207.55	174	31.07	310.71	110	20.60	205.99	106	19.10	190.99
4	60-79th NPR	875	106	20.00	175.00	131	23.39	204.69	103	19.29	168.77	101	18.20	159.23
3	40-59th NPR	700	104	19.62	137.36	81	14.46	101.25	114	21.35	149.44	106	19.10	133.69
2	20-39th NPR	500	108	20.38	101.89	88	15.71	78.57	104	19.48	97.38	113	20.36	101.80
1	1-19th NPR	200	102	19.25	38.49	86	15.36	30.71	103	19.29	38.58	129	23.24	46.49
a	Total Weighted	l Score Across	Bands	a x	660.28			725.94			660.16			632.21
b	Content Area V	Veight		b	30%			40%			15%			15%
(Total Weighted	d Score for Cor	ntent Area	: c	198.08		+	290.38		+	99.02		+	94.83
											2000 A	PI (Gr	rowth)	682

Number of tests contributing to scores:

530

560

534

555

Number of pupils with tests contributing to the API:

566

NPR is the National Percentile Rank

"N/A" means a number is not applicable or not available due to missing data.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and

2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

School: ADAMS (JOHN) ELEMENTARY

are considered numerically significant: the group (1) contains at least 100 students with valid test County: **MADERA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students MADERA UNIFIED District: with valid scores. CDS Code: 20-65243-6024004 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Performance Bands Language Spelling Language Spelling Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 17 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Performance Bands Math Language Spelling Reading Language Spelling Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target Met Subgroup Target 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

1999-2000 Academic Performance Index (API) Growth Report Subgroups for Grades 2-8, Page 2 of 2

School: ADAMS (JOHN) ELEMENTARY

White not Hispanic

County: MADERA

District: MADERA UNIFIED CDS Code: 20-65243-6024004

Hispa	anic or Latino	Percen	t of Pupils	in Each Ban	d
Perfo	rmance Bands	Reading Math		Language	Spelling
5	80-99th NPR	10.2	22.1	13.0	13.3
4	60-79th NPR	14.5	21.4	14.1	13.9
3	40-59th NPR	19.3	15.1	23.6	17.0
2	20-39th NPR	24.4	17.1	20.3	21.8
1	1-19th NPR	31.6	24.4	29.0	34.0
593	2000 API (Gro	wth)	302	Number of Contributin	Tests g to the API
526	1999 API (Bas	e)			
8	1999-2000 Gro				
67	1999-2000 Gro	owth	YES	Met Sub	group Targ

VV 1111	e not mspame	Percen	it of Pupils	in Each Ban	d
Perfo	rmance Bands	Reading	Math	Language	Spelling
5	80-99th NPR	34.1	42.7	30.3	27.2
4	60-79th NPR	27.1	26.5	25.5	22.6
3	40-59th NPR	40-59th NPR 19.2		18.2	21.3
2	20-39th NPR	14.4	13.2	17.7	17.9
1	1-19th NPR	5.2	4.3	8.2	11.1
792	2000 API (Gro	owth)	237	Number of Contributin	Tests ag to the API
720	1999 API (Bas	e)			
8	1999-2000 Gro	owth Tar	get		
72	1999-2000 Gro	owth	YES	Met Sub	group Targe

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Pacif	ic Islander	Percent of Pupils in Each Band							
Perfo	rmance Bands	Reading	Math	Language	Spelling				
5	80-99th NPR								
4	60-79th NPR								
3	40-59th NPR								
2	20-39th NPR								
1	1-19th NPR								
		Reading Math Language Spelling Reading Math Language Spelling Reading Math Language Spelling Reading Reading Math Language Spelling Reading Spelling Reading Reading Spelling Reading Reading Spelling Reading Readi							
	1999 API (Bas	e)							
	1999-2000 Gro	owth Tar	get						
	1999-2000 Gro	owth		Met Sub	group Ta	rget			
Socioeconomically Disadvantaged Percent of Pupils in Each Band									
5	80-99th NPR	11.2	19.5	12.9	12.5				
4									
3	40-59th NPR	20.7	17.0	24.0	19.9				
2	20-39th NPR	24.6	18.4	22.5	22.4				
1	1-19th NPR	28.0	21.5	26.7	30.1				
607	2000 API (Gro	owth)	359			I			
533	1999 API (Bas	e)							
8	1999-2000 Gro	owth Tar	get						

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Donasant of Danils in Each Danid

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 2-8

School: ALPHA ELEMENTARY

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6107122 School Type: ELEMENTARY

STAR					1999-2000 Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
100	606	558	12	48	

M	let Growth Ta	rget						
	Comparable Both							
School-	Improve-	Schoolwide	Awards					
wide	ment (CI)	and CI	Eligible					
YES	YES	YES	YES					

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	YES
African American not Hispanic	5	Percent with a response*	91	A CI C' (CDEDC)	
American Indian or Alaska Native	0	Of those with a response:	0.	Average Class Size (CBEDS) Grade Levels	Average
Asian	2	Not high school graduate	35	K-3	· ·
Filipino	0	High school graduate	47		19
Hispanic or Latino	75	Some college	16	4-6	30
Pacific Islander	0	College graduate	1	Core academic courses in	
White not Hispanic	18	Graduate school	1	departmentalized programs	N/A
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	83	parent education level information.		School Mobility (Stanford 9)	22
			Average	, ,	
English Language Learners (Stanford 9)	32	Average Parent Education Level	1.86	This is the percent of students who first attended this school in the current year.	
Fully credentialled teachers (CBEDS)	98	(Stanford 9)		school in the current year.	Number
Teachers with emergency credentials (CBEDS)		The average of all responses where "1" r	*	Enrollment on the first day of testing grades 2-11	584
reachers with emergency credentials (CBEDS)	4	high school graduate" and "5" represent	s "Graduate school."	less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	
				Number of students included in the 2000 API	541

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Schoolwide API for Grades 2-8

School: ALPHA ELEMENTARY

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6107122 School Type: ELEMENTARY

Schoolwide

1999-2000

 2000
 1999
 1999-2000
 Similar Schools
 Met Schoolwide

 API (Growth)
 API (Base)
 Growth
 Growth Rank
 Target

 606
 558
 48
 YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9)		Reading	5		Mathem	atics		Langua	ge		Spelling	5
Α	В		С	D		E	\mathbf{F}		G	Н		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5 80-99th NPR	1000	26	4.97	49.71	103	19.07	190.74	52	9.63	96.30	54	9.98	99.82
4 60-79th NPR	875	89	17.02	148.90	108	20.00	175.00	106	19.63	171.76	80	14.79	129.39
3 40-59th NPR	700	106	20.27	141.87	110	20.37	142.59	113	20.93	146.48	120	22.18	155.27
2 20-39th NPR	500	164	31.36	156.79	140	25.93	129.63	143	26.48	132.41	143	26.43	132.16
1 1-19th NPR	200	138	26.39	52.77	79	14.63	29.26	126	23.33	46.67	144	26.62	53.23
a Total Weighteb Content Areac Total Weighte	· ·		a x b = c	550.05 30% 165.01		+	667.22 40% 266.89		+	593.61 15% 89.04		+	569.87 15% 85.48
										2000 Al	PI (Gr	owth)	606

2000 API (Growth) 606

Number of pupils with tests

540

540

NPR is the National Percentile Rank

Number of tests contributing to scores:

523

contributing to the API:

541

541

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and

1999-2000 Academic Performance Index (API) Growth Report **Subgroup for Grades 2-8, Page 1 of 2**

School: ALPHA ELEMENTARY 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: **MADERA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students MADERA UNIFIED District: with valid scores. CDS Code: 20-65243-6107122 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Performance Bands Language Spelling Language Spelling Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 26 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 10 0 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target

NPR is the National Percentile Rank.

1999-2000 Growth

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

Met Subgroup Target

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

1999-2000 Growth

1999-2000 Academic Performance Index (API) Growth Report Subgroups for Grades 2-8, Page 2 of 2

School: ALPHA ELEMENTARY

White not Hispanic

County: MADERA

District: MADERA UNIFIED CDS Code: 20-65243-6107122

Hispa	anic or Latino	Percent of Pupils in Each Band					
Perfo	rmance Bands	Reading	Math	Language	Spelling		
5	80-99th NPR	3.3	17.2	7.4	9.1		
4	60-79th NPR	14.4	19.5	18.7	13.8		
3	40-59th NPR	18.9	21.2	20.7	22.1		
2	20-39th NPR	33.8	25.9	26.8	25.8		
1	1-19th NPR	29.5	16.3	26.4	29.2		
585	2000 API (Gro	wth)	407	Number of Contributin	Tests Ig to the AP	I	
532	1999 API (Bas	e)					
10	1999-2000 Gro	owth Tar	get				
53	1999-2000 Gro	owth	YES	Met Sub	group Ta	rget	

, ,	te not make	1 CI CCI	it of I upils	III Lacii Dalla		
Per	formance Bands	Reading	Math	Language	Spelling	
5	80-99th NPR	14.3	24.7	16.5	13.4	
4	60-79th NPR	27.5	25.8	27.8	18.6	İ
3	40-59th NPR	25.3	21.6	23.7	23.7	İ
2	20-39th NPR	18.7	21.6	22.7	29.9	İ
1	1-19th NPR	14.3	6.2	9.3	14.4	į
705	2000 API (Gro	owth)	97	Number of Contributin		I
632	2 1999 API (Bas	e)				
10	1999-2000 Gro	owth Tar	get			
73	1999-2000 Gro	owth	YES	Met Sub	group Ta	rge

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Pacif	ic Islander	Percent of Pupils in Each Band								
Perfo	rmance Bands	Reading	Math	Language	Spelling					
5	80-99th NPR									
4	60-79th NPR									
3	40-59th NPR									
2	20-39th NPR									
1	1-19th NPR									
	2000 API (Gro	owth)	0	Number of Contributin	Tests	I				
	1999 API (Bas	e)								
	1999-2000 Gro	owth Tar	get							
	1999-2000 Gro	owth		Met Subgroup Targe						
	economically D	Percer	nt of Pupils	in Each Ban						
Perfo	rmance Bands	Reading	Math	Language	Spelling					
5	80-99th NPR	3.7	17.7	8.2	9.1					
4	60-79th NPR	16.2	18.4	17.3	14.2					
3	40-59th NPR	17.8	21.1	21.5	20.8					
2	20-39th NPR	32.9	27.3	27.3	26.8					
1	1-19th NPR	29.5	15.5	25.7	29.2					
588	2000 API (Gro	owth)	452	Number of Contributin	Tests ig to the AP	I				
539	1999 API (Bas	e)	-		-					
10	1999-2000 Gro	Growth Target								

49 | 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Percent of Pupils in Each Band

YES | Met Subgroup Target

School: BERENDA ELEMENTARY

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6105951 School Type: ELEMENTARY

STAR					1999-2000 Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
100	660	620	9	40	

\mathbf{N}	Met Growth Target								
	Comparable Both								
School-	Improve-	Schoolwide	Awards						
wide	ment (CI)	and CI	Eligible						
YES	YES	YES	YES						

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	YES
African American not Hispanic	3	Percent with a response*	98	A CL C' (CDEDC)	
American Indian or Alaska Native	0	Of those with a response:		Average Class Size (CBEDS)	Average
Asian	1	Not high school graduate	28	Grade Levels K-3	Č
Filipino	1	High school graduate	42	K-3	20
Hispanic or Latino	56	Some college	20	4-6	31
Pacific Islander	0	College graduate	8	Core academic courses in	
White not Hispanic	38	Graduate school	3	departmentalized programs	N/A
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	56	parent education level information.			19
Tite Buien (Sames 2)			Average	School Mobility (Stanford 9)	.0
English Language Learners (Stanford 9)	23	Average Parent Education Level	2.18	This is the percent of students who first attended this	
		(Stanford 9)		school in the current year.	Number
Fully credentialled teachers (CBEDS)	100	The average of all responses where "1" r	anrasants "Not a		
Teachers with emergency credentials (CBEDS)	3	high school graduate" and "5" represent	*	Enrollment on the first day of testing grades 2-11 less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	626
				Number of students included in the 2000 API	583

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

School: BERENDA ELEMENTARY

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6105951 School Type: ELEMENTARY

Schoolwide

1999-2000

 2000
 1999
 1999-2000
 Similar Schools
 Met Schoolwide

 API (Growth)
 API (Base)
 Growth
 Growth Rank
 Target

 660
 620
 40
 YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Sand Band	Stanford 9)		Reading	5		Mathem	atics		Langua	ge	Spelling		5
Performance Bands Weighting Factors Factors Factors Band Each Band	A	В		C	D		E	F		G	Н		I	J
4 60-79th NPR 875 119 21.56 188.63 123 21.24 185.88 139 24.78 216.80 109 18.70 163.59 3 40-59th NPR 700 102 18.48 129.35 110 19.00 132.99 82 14.62 102.32 108 18.52 129.67 2 20-39th NPR 500 127 23.01 115.04 96 16.58 82.90 111 19.79 98.93 130 22.30 111.49 1 1-19th NPR 200 119 21.56 43.12 101 17.44 34.89 112 19.96 39.93 136 23.33 46.66 Total Weighted Score Across Bands To	Performance Bands	0 0	Each	Pupils in	Score in Each Band	Each	Pupils in	Score in Each Band	Each	Pupils in	Score in Each Band	Each	Pupils in	Score in Each Band
3 40-59th NPR 700 102 18.48 129.35 110 19.00 132.99 82 14.62 102.32 108 18.52 129.67 2 20-39th NPR 500 127 23.01 115.04 96 16.58 82.90 111 19.79 98.93 130 22.30 111.49 1 1-19th NPR 200 119 21.56 43.12 101 17.44 34.89 112 19.96 39.93 136 23.33 46.66	5 80-99th NPR	1000	85	15.40	153.99	149	25.73	257.34	117	20.86	208.56	100	17.15	171.53
2 20-39th NPR 500 127 23.01 115.04 96 16.58 82.90 111 19.79 98.93 130 22.30 111.49 1 1-19th NPR 200 119 21.56 43.12 101 17.44 34.89 112 19.96 39.93 136 23.33 46.66 a Total Weighted Score Across Bands ax x x x x x x x x x x x x x x x x x x	4 60-79th NPR	875	119	21.56	188.63	123	21.24	185.88	139	24.78	216.80	109	18.70	163.59
1 1-19th NPR 200 119 21.56 43.12 101 17.44 34.89 112 19.96 39.93 136 23.33 46.66 a Total Weighted Score Across Bands a x x 5 630.12 694.00 666.53 666.53 622.94 b Content Area Weight b 30% 40% 15% 15%	3 40-59th NPR	700	102	18.48	129.35	110	19.00	132.99	82	14.62	102.32	108	18.52	129.67
a Total Weighted Score Across Bands a x b 630.12 694.00 666.53 622.94 b Content Area Weight b z 30% 40% 15% 15%	2 20-39th NPR	500	127	23.01	115.04	96	16.58	82.90	111	19.79	98.93	130	22.30	111.49
b Content Area Weight b 30% 40% 15% 15%	1 1-19th NPR	200	119	21.56	43.12	101	17.44	34.89	112	19.96	39.93	136	23.33	46.66
c Total Weighted Score for Content Area: c 189.04 + 277.60 + 99.98 + 93.44	b Content Area V	Veight		x b =			+			+			+	

2000 API (Growth) 660

Number of tests contributing to scores:

552

579

561

583

Number of pupils with tests contributing to the API:

583

NPR is the National Percentile Rank

"N/A" means a number is not applicable or not available due to missing data.

1999-2000 Academic Performance Index (API) Growth Report **Subgroup for Grades 2-8, Page 1 of 2**

School: BERENDA ELEMENTARY

2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: MADERA scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students MADERA UNIFIED District: with valid scores. CDS Code: 20-65243-6105951 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 11 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 6 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target

NPR is the National Percentile Rank.

1999-2000 Growth

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

Met Subgroup Target

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

1999-2000 Growth

School: BERENDA ELEMENTARY

County: MADERA

District: MADERA UNIFIED CDS Code: 20-65243-6105951

Hispa	ispanic or Latino Percent of Pupils in Each Band								
Perfo	rmance Bands	Reading	Math	Language	Spelling				
5	80-99th NPR	7.5	17.6	14.7	11.3				
4	60-79th NPR	16.7	18.8	20.8	16.9				
3	40-59th NPR	19.3	20.4	14.3	18.1				
2	20-39th NPR	NPR 26.2 19.8		24.4	23.3				
_1	1-19th NPR	30.2	23.5	25.7	30.4				
591	2000 API (Gro	wth)	326	Number of Contributin	Tests g to the API				
558	1999 API (Base)								
7	1999-2000 Growth Target								
33	1999-2000 Gro	owth	YES	Met Sub	group Targ				

Whit	hite not Hispanic Percent of Pupils in Each Band erformance Bands Reading Math Language Spelling									
Perfo	Performance Bands		Math	Language	Spelling					
5	80-99th NPR	25.4	36.5	30.1	24.7					
4	60-79th NPR	28.1	24.3	29.3	21.6					
3	40-59th NPR	17.9	17.8	14.4	18.6					
2	20-39th NPR	17.9	12.2	14.4	20.8					
1	1-19th NPR	10.7	9.1	11.8	14.3					
752	2000 API (Gro	owth)	231	Number of Contributin	Tests ig to the API					
685	1999 API (Base)									
7	1999-2000 Growth Target									
67	1999-2000 Gro	owth	YES	Met Sub	group Tar	ge				

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Pacif	ic Islander	Percer	nt of Pupils	in Each Ban	d					
Perfo	rmance Bands	Reading	Math	Language	Spelling					
5	80-99th NPR									
4	60-79th NPR									
3	40-59th NPR									
2	20-39th NPR									
1	1-19th NPR									
	2000 API (Gro	owth)	0	Number of Contributin	Tests g to the API	[
	1999 API (Bas	e)								
	1999-2000 Gro	1999-2000 Growth Target								
	1999-2000 Gro	owth		Met Sub	group Ta	rget				
	Socioeconomically Disadvantaged Percent of Pupils in Each Band									
Socio	economically D			in Each Ban	d					
	economically D			in Each Ban Language	d Spelling					
	-	Percer	nt of Pupils							
Perfo	rmance Bands	Percer Reading	nt of Pupils i	Language	Spelling					
Perfo	rmance Bands 80-99th NPR	Percer Reading 5.7	Math	Language	Spelling 12.2					
Perfo 5 4	rmance Bands 80-99th NPR 60-79th NPR	Percer Reading 5.7 18.2	Math 17.1 18.8	11.5 21.8	12.2 15.2					
Perfo 5 4 3	rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR	Percer Reading 5.7 18.2 17.3	Math 17.1 18.8 20.3	11.5 21.8 15.3	12.2 15.2 17.2					
Perfo 5 4 3 2	mance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Percer Reading 5.7 18.2 17.3 28.9 29.9	17.1 18.8 20.3 21.2	11.5 21.8 15.3 23.7 27.7 Number of	12.2 15.2 17.2 24.5 30.9	I				
Perfo 5 4 3 2 1	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Percer Reading 5.7 18.2 17.3 28.9 29.9	17.1 18.8 20.3 21.2 22.6	11.5 21.8 15.3 23.7 27.7 Number of	Spelling 12.2 15.2 17.2 24.5 30.9 Tests	Ī				

40 | 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

School: DIXIELAND ELEMENTARY

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6023949 School Type: ELEMENTARY

STAR					1999-2000 Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
100	616	577	11	39	

M	Met Growth Target							
	Comparable Both							
School-	Improve-	Schoolwide	Awards					
wide	ment (CI)	and CI	Eligible					
YES	YES	YES	YES					

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	2	Percent with a response*	97	Average Class Size (CBEDS)	
American Indian or Alaska Native	0	Of those with a response:		Grade Levels	Average
Asian	1	Not high school graduate	37	K-3	21
Filipino	1	High school graduate	34		= -
Hispanic or Latino	59	Some college	17	4-6	24
Pacific Islander	0	College graduate	10	Core academic courses in	
White not Hispanic	34	Graduate school	2	departmentalized programs	N/A
Participants in Free or Reduced Price Lunch (Stanford 9) English Language Learners (Stanford 9) Fully credentialled teachers (CBEDS)	67 32 100	* This number is the percentage of student parent education level information. Average Parent Education Level (Stanford 9)	Average 2.07	School Mobility (Stanford 9) This is the percent of students who first attended this school in the current year.	20 Number
Teachers with emergency credentials (CBEDS)	0	The average of all responses where "1" r high school graduate" and "5" represent		Enrollment on the first day of testing grades 2-11 less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	236
				Number of students included in the 2000 API	207

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

School: DIXIELAND ELEMENTARY

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6023949 School Type: ELEMENTARY

Schoolwide

1999-2000

 2000
 1999
 1999-2000
 Similar Schools
 Met Schoolwide

 API (Growth)
 API (Base)
 Growth
 Growth Rank
 Target

 616
 577
 39
 YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9			Reading	5	Mathematics		Mathematics		Mathematics Language		Spelling		5
A	В		C	D		E	F		G	Н		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5 80-99th NPR	1000	17	8.29	82.93	22	10.73	107.32	21	10.19	101.94	20	9.76	97.56
4 60-79th NPR	875	39	19.02	166.46	47	22.93	200.61	32	15.53	135.92	43	20.98	183.54
3 40-59th NPR	700	51	24.88	174.15	50	24.39	170.73	62	30.10	210.68	40	19.51	136.59
2 20-39th NPR	500	57	27.80	139.02	49	23.90	119.51	52	25.24	126.21	56	27.32	136.59
1 1-19th NPR	200	41	20.00	40.00	37	18.05	36.10	39	18.93	37.86	46	22.44	44.88
a Total Weightedb Content Area Wc Total Weighted	eight		a x b = c	602.56 30% 180.77		+	634.27 40% 253.71		+	612.62 15% 91.89	-	+	599.15 15% 89.87

2000 API (Growth) 616

205

Number of pupils with tests contributing to the API:

207

Number of tests contributing to scores:

205

205

206

NPR is the National Percentile Rank

"N/A" means a number is not applicable or not available due to missing data.

2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

School: DIXIELAND ELEMENTARY

are considered numerically significant: the group (1) contains at least 100 students with valid test County: **MADERA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students MADERA UNIFIED District: with valid scores. CDS Code: 20-65243-6023949 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 3 2 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target Met Subgroup Target 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

School: DIXIELAND ELEMENTARY

County: MADERA

District: MADERA UNIFIED CDS Code: 20-65243-6023949

Hispa	spanic or Latino Percent of Pupils in Each Band reformance Bands Reading Math Language Spelling								
Perfo	Performance Bands		Math	Language	Spelling				
5	80-99th NPR	5.5	10.2	7.0	8.6				
4	60-79th NPR	15.6	18.8	15.6	18.0				
3	40-59th NPR	21.1	23.4	30.5	21.1				
2	20-39th NPR	33.6	27.3	27.3	27.3				
_1	1-19th NPR	20.3	19.5	25.0					
585	2000 API (Gro	wth)	129	Number of Contributin	Tests g to the API				
527	1999 API (Base)								
9	1999-2000 Growth Target								
58	1999-2000 Gro	Met Sub	group Targ						

Whit	te not Hispanic	Percer	cent of Pupils in Each Band							
Perfo	ormance Bands	Reading	Math	Language	Spelling					
5	80-99th NPR	13.8	10.8	13.8	9.2					
4	60-79th NPR	24.6	29.2	15.4	26.2					
3	40-59th NPR	29.2	26.2	29.2	16.9					
2	20-39th NPR	18.5	20.0	23.1	27.7					
1	1-19th NPR	13.8	13.8	18.5	20.0					
660	2000 API (Gro	owth)	65	Number of Contributin	Tests Ig to the AP	I				
634	1999 API (Bas	se)								
9	1999-2000 Gro	1999-2000 Growth Target								
26	1999-2000 Gro	owth	YES	Met Sub	group Ta	rget				

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Pacif	ic Islander	Percen	t of Pupils	in Each Ban	d	
Perfo	rmance Bands	Reading	Math	Language	Spelling	
5	80-99th NPR					
4	60-79th NPR					
3	40-59th NPR					
2	20-39th NPR					
1	1-19th NPR					
	2000 API (Gro		0	Number of Contributin		I
	1999 API (Bas	e)				
	1999-2000 Gro	owth Tar	get			
	1999-2000 Gro	owth		Met Sub	group Ta	rget
	economically D			in Each Ban Language	d Spelling	
5	80-99th NPR	5.9	5.2	6.6	8.1	
4	60-79th NPR	14.8	22.2	17.6	14.8	
3	40-59th NPR	22.2	23.0	25.0	23.0	
2	20-39th NPR	31.9	27.4	26.5	26.7	
1	1-19th NPR	25.2	22.2	24.3	27.4	
		wth) 137		Number of Tests Contributing to the API		
572	2000 API (Gro	wth)	137			I
572 531	2000 API (Gro 1999 API (Bas		137			I
	•	e)				I

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

School: EASTIN-ARCOLA ELEMENTARY

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6023956 School Type: ELEMENTARY

					1999-2000
STAR					Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
98	566	505	15	61	

M	Met Growth Target								
	Comparable	Both							
School-	Improve-	Schoolwide	Awards						
wide	ment (CI)	and CI	Eligible						
YES	YES	YES	YES						

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	1	Percent with a response*	99	A CI CI (CDEDS)	
American Indian or Alaska Native	0	Of those with a response:	00	Average Class Size (CBEDS)	Average
Asian	1	Not high school graduate	60	Grade Levels	Ü
Filipino	0	High school graduate	22	K-3	17
Hispanic or Latino	90	Some college	15	4-6	34
Pacific Islander	0	College graduate	3	Core academic courses in	
White not Hispanic	7	Graduate school	0	departmentalized programs	N/A
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	93	parent education level information.		School Mobility (Stanford 9)	22
			Average	,	
English Language Learners (Stanford 9)	60	Average Parent Education Level	1.62	This is the percent of students who first attended this school in the current year.	
Fully credentialled teachers (CBEDS)	96	(Stanford 9)	, UNI	school in the current year.	Number
Teachers with emergency credentials (CBEDS)	The average of all responses where "1" represents "Not a		*	Enrollment on the first day of testing grades 2-11 less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	295
				Number of students included in the 2000 API	247

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

School: EASTIN-ARCOLA ELEMENTARY

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6023956 School Type: ELEMENTARY

Schoolwide

1999-2000

 2000
 1999
 1999-2000
 Similar Schools
 Met Schoolwide

 API (Growth)
 API (Base)
 Growth
 Growth Rank
 Target

 566
 505
 61
 YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9	9		Reading	5		Mathen	atics		Langua	ge	Spelling		
Α	В		C	D		E	F		G	Н		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Score in
5 80-99th NPR	1000	10	4.12	41.15	28	11.38	113.82	23	9.31	93.12	16	6.48	64.78
4 60-79th NPR	875	30	12.35	108.02	60	24.39	213.41	37	14.98	131.07	41	16.60	145.24
3 40-59th NPR	700	48	19.75	138.27	50	20.33	142.28	44	17.81	124.70	48	19.43	136.03
2 20-39th NPR	500	71	29.22	146.09	61	24.80	123.98	69	27.94	139.68	61	24.70	123.48
1 1-19th NPR	200	84	34.57	69.14	47	19.11	38.21	74	29.96	59.92	81	32.79	65.59
a Total Weighte	d Score Across	Bands	a X	502.67			631.71			548.48			535.12
b Content Area	Weight		<u>b</u>	30%			40%			15%			15%
c Total Weighte	d Score for Co	ntent Area	a:	150.80		+	252.68		+	82.27		+	80.27

Number of tests contributing to scores:

243

Number of pupils with tests contributing to the API:

NPR is the National Percentile Rank

247

566

2000 API (Growth)

[&]quot;N/A" means a number is not applicable or not available due to missing data.

2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

School: EASTIN-ARCOLA ELEMENTARY

are considered numerically significant: the group (1) contains at least 100 students with valid test County: **MADERA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students MADERA UNIFIED District: with valid scores. CDS Code: 20-65243-6023956 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 0 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target

NPR is the National Percentile Rank.

1999-2000 Growth

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

Met Subgroup Target

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

1999-2000 Growth

Percent of Pupils in Each Band

Math Language Spelling

School: EASTIN-ARCOLA ELEMENTARY

Hispanic or Latino

Performance Bands

County: MADERA

District: MADERA UNIFIED CDS Code: 20-65243-6023956

5	80-99th NPR	3.7	11.3	9.4	5.4							
4	60-79th NPR	12.3	23.4	13.5	14.8							
3	40-59th NPR	19.2	20.7	17.5	20.2							
2	20-39th NPR	27.9	24.3	28.7	26.9							
_11	1-19th NPR	37.0	20.3	30.9	32.7							
557	2000 API (Gro	wth)	223	Number of Tests Contributing to the API								
503	1999 API (Base)											
12	1999-2000 Growth Target											
54	1999-2000 Gro	owth	YES	Met Sub	group Ta	rget						
White not Hispanic Percent of Pupils in Each Band Performance Bands Reading Math Language Spelling												
	-											
	-											
Perfo	rmance Bands											
Perfo.	rmance Bands 80-99th NPR											
Perfo.	rmance Bands 80-99th NPR 60-79th NPR					1						
Perfo. 5 4 3	80-99th NPR 60-79th NPR 40-59th NPR											
Perfo. 5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Reading		Language Number of	Spelling	I						
Perfo. 5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Reading wth)	Math	Language Number of	Spelling Tests	Ī						
Perfo. 5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	Reading wth) e)	Math 16	Language Number of	Spelling Tests	Ī						

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Pacif	ic Islander	Percent of Pupils in Each Band						
Perfo	rmance Bands	Reading	Math	Language	Spelling			
5	80-99th NPR							
4	60-79th NPR							
3	40-59th NPR							
2	20-39th NPR							
1	1-19th NPR							
	2000 API (Gro	owth)	0	Number of Contributin	Tests Ig to the AP	I		
	1999 API (Bas	se)						
	1999-2000 Gro	owth Tar	get					
	4000 4000 0			Met Subgroup Targ				
	1999-2000 Gro	owth		Met Sub	group I a	rgei		
	1999-2000 Gro	owth		Met Sub	group 1 a	rgei		
Socio	1999-2000 Gro economically D	Disadvan				rgei		
	economically D	Disadvan Percer	nt of Pupils	in Each Ban	d	rgei		
		Disadvan				rgei		
	economically D	Disadvan Percer	nt of Pupils	in Each Ban	d	rgei		
Perfo	economically D	Disadvan Percer Reading	nt of Pupils Math	in Each Ban Language	d Spelling	rgei _I		
Perfo	economically December 1997 Trmance Bands 80-99th NPR	Percer Reading 3.5	Math	in Each Ban Language 8.7	d Spelling 5.6	rgei 		
Perfo	economically Drmance Bands 80-99th NPR 60-79th NPR	Percer Reading 3.5	Math 10.9 23.0	in Each Ban Language 8.7 14.7	d Spelling 5.6 15.6	rgei		
Perfo 5 4 3	economically Drmance Bands 80-99th NPR 60-79th NPR 40-59th NPR	Percer Reading 3.5 10.6 20.7	10.9 23.0 20.4	in Each Ban Language 8.7 14.7 16.9	d Spelling 5.6 15.6 19.9	rgei		
Perfo 5 4 3 2	economically D rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Pisadvan Percer Reading 3.5 10.6 20.7 29.1 36.1	10.9 23.0 20.4 25.2	8.7 14.7 16.9 29.0 30.7	d Spelling 5.6 15.6 19.9 25.5 33.3			
Perfo 5 4 3 2 1	economically December 1 and 1	Pisadvan Percer Reading 3.5 10.6 20.7 29.1 36.1	10.9 23.0 20.4 25.2 20.4	8.7 14.7 16.9 29.0 30.7	d Spelling 5.6 15.6 19.9 25.5 33.3 Tests			
Perfo 5 4 3 2 1 555	rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	Percer Reading 3.5 10.6 20.7 29.1 36.1 with)	10.9 23.0 20.4 25.2 20.4 231	8.7 14.7 16.9 29.0 30.7	d Spelling 5.6 15.6 19.9 25.5 33.3 Tests			

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

School: HOWARD ELEMENTARY

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6023972 School Type: ELEMENTARY

STAR 2000 Percent Tested	2000 API (Growth)	1999 API (Base)	1999-2000 Growth Target	1999- 2000 Growth	Similar Schools Growth Rank
100	669	650	8	19	

M	Met Growth Target									
	Comparable	Both								
School-	Improve-	Schoolwide	Awards							
wide	ment (CI)	and CI	Eligible							
YES	_ ` ´									

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

1999-2000

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	3	Percent with a response*	94	A CL C. (CDEDS)	
American Indian or Alaska Native	0	Of those with a response:	0.	Average Class Size (CBEDS)	Average
Asian	0	Not high school graduate	23	Grade Levels	Ü
Filipino	0	High school graduate	25	K-3	19
Hispanic or Latino	52	Some college	29	4-6	33
Pacific Islander	0	College graduate	16	Core academic courses in	
White not Hispanic	44	Graduate school	6	departmentalized programs	N/A
			-	departmentanized programs	14// (
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	55	parent education level information.		School Mobility (Stanford 9)	23
			Average	• '	
English Language Learners (Stanford 9)	25	Average Parent Education Level	2.57	This is the percent of students who first attended this	
E-II d4-II-d4b (CDEDC)	400	(Stanford 9)		school in the current year.	Number
Fully credentialled teachers (CBEDS)	100	The average of all responses where "1" r	represents "Not a	T 11 4 41 61 4 1 64 41 1 2 41	000
Teachers with emergency credentials (CBEDS)	0	high school graduate" and "5" represent	*	Enrollment on the first day of testing grades 2-11	260
		T		less students excused from testing due to IEP statement or parent written request	
				(STAR Apportionment)	
				Number of students included in the 2000 API	229

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

School: HOWARD ELEMENTARY

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6023972 School Type: ELEMENTARY

Schoolwide

1999-2000

 2000 API (Growth)
 1999 API (Base)
 1999-2000 Growth
 Similar Schools Growth Rank
 Met Schoolwide Target

 669
 650
 19
 YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9			Reading	Ţ	Mathematics		natics	Language			Spelling		
A	В		C	D		E	F		G	Н		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5 80-99th NPR	1000	37	16.59	165.92	46	20.35	203.54	42	18.75	187.50	34	14.85	148.47
4 60-79th NPR	875	40	17.94	156.95	58	25.66	224.56	53	23.66	207.03	35	15.28	133.73
3 40-59th NPR	700	49	21.97	153.81	48	21.24	148.67	46	20.54	143.75	50	21.83	152.84
2 20-39th NPR	500	56	25.11	125.56	50	22.12	110.62	49	21.88	109.38	61	26.64	133.19
1 1-19th NPR	200	41	18.39	36.77	24	10.62	21.24	34	15.18	30.36	49	21.40	42.79
a Total Weightedb Content Area Vc Total Weighted	Veight		a x b = c	639.01 30% 191.70		+	708.63 40% 283.45		+	678.01 15% 101.70	-	+	611.03 15% 91.65

2000 API (Growth) 669

229

Number of pupils with tests contributing to the API:

229

Number of tests contributing to scores:

223

226

224

NPR is the National Percentile Rank

"N/A" means a number is not applicable or not available due to missing data.

2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

are considered numerically significant: the group (1) contains at least 100 students with valid test County: **MADERA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students MADERA UNIFIED District: with valid scores. CDS Code: 20-65243-6023972 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 6 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 0 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target Met Subgroup Target 1999-2000 Growth

NPR is the National Percentile Rank.

School: HOWARD ELEMENTARY

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

School: HOWARD ELEMENTARY

County: MADERA

District: MADERA UNIFIED CDS Code: 20-65243-6023972

Hispa	anic or Latino	Percent of Pupils in Each Band				
Perfo	rmance Bands	Reading	Math	Language	Spelling	
5	80-99th NPR	9.9	15.3	15.4	13.6	
4	60-79th NPR	16.5	25.0	24.4	18.4	
3	40-59th NPR	26.4	21.0	20.3	21.6	
2	20-39th NPR	28.1	27.4	24.4	28.8	
1	1-19th NPR	19.0	11.3	15.4	17.6	
647	2000 API (Gro	wth)	125	Number of Contributin		ľ
646	1999 API (Bas	e)				
6	1999-2000 Growth Target					
1	1999-2000 Gro	owth	NO	Met Sub	group Ta	rge

Whit	e not Hispanic	Percent of Pupils in Each Band				
Perfo	Performance Bands		Math	Language	Spelling	
5	80-99th NPR	25.3	27.4	23.4	16.5	
4	60-79th NPR	20.0	28.4	23.4	11.3	
3	40-59th NPR	16.8	20.0	20.2	22.7	
2	20-39th NPR	23.2	15.8	18.1	24.7	
1	1-19th NPR	14.7	8.4	14.9	24.7	
705	2000 API (Gro	owth)	97	Number of Contributin	Tests g to the API	
665	1999 API (Bas	e)				
6	1999-2000 Growth Target					
40	1999-2000 Gro	owth	YES	Met Sub	group Targ	

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Pacific Islander		Percent of Pupils in Each Band					
Perfo	rmance Bands	Reading	Math	Language	Spelling		
5	80-99th NPR						
4	60-79th NPR						
3	40-59th NPR						
2	20-39th NPR						
1	1-19th NPR						
	2000 API (Gro	owth)	0	Number of Contributin	Tests g to the AP	I	
	1999 API (Bas	e)					
	1999-2000 Gro	owth Tar	get				
	1000 2000 C	~~~+b		Mot Sub	group Ta	rget	
Socio	1999-2000 Gro economically D		taged	Wict Sub	group ra	1501	
	economically D) isadvan		in Each Ban Language		1500	
	economically D	Percer	nt of Pupils	in Each Ban	d		
Perfo	economically D	Percer Reading	nt of Pupils Math	in Each Ban Language	d Spelling		
Perfo	economically December 1997 Property 1997 Pro	Percer Reading	Math 15.2	in Each Ban Language	d Spelling 14.2		
Perfo.	economically Drance Bands 80-99th NPR 60-79th NPR	Pisadvan Percer Reading 10.5 12.9	Math 15.2 23.2	in Each Ban Language 14.4 18.4	d Spelling 14.2 13.4		
Perfo. 5 4 3	economically December Bands 80-99th NPR 60-79th NPR 40-59th NPR	Pisadvan Percer Reading 10.5 12.9 25.8	Math 15.2 23.2 24.0	in Each Ban Language 14.4 18.4 23.2	d Spelling 14.2 13.4 22.8		
Perfo. 5 4 3 2	rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Percer Reading 10.5 12.9 25.8 29.8 21.0	15.2 23.2 24.0 24.8	in Each Ban Language 14.4 18.4 23.2 25.6 18.4 Number of	d Spelling 14.2 13.4 22.8 26.8 22.8		
Perfo 5 4 3 2 1	economically December Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Pisadvan Percer Reading 10.5 12.9 25.8 29.8 21.0 with)	15.2 23.2 24.0 24.8 12.8	in Each Ban Language 14.4 18.4 23.2 25.6 18.4 Number of	d Spelling 14.2 13.4 22.8 26.8 22.8 Tests		
Perfo. 5 4 3 2 1 630	rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	Percer Reading 10.5 12.9 25.8 29.8 21.0 with)	15.2 23.2 24.0 24.8 12.8	in Each Ban Language 14.4 18.4 23.2 25.6 18.4 Number of	d Spelling 14.2 13.4 22.8 26.8 22.8 Tests		

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

School: LA VINA ELEMENTARY

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6024012 School Type: ELEMENTARY

STAR					1999-2000 Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
100	487	435	18	52	

M	Met Growth Target					
	Comparable	Both				
School-	-					
wide	ment (CI)	and CI	Eligible			
YES	YES	YES	YES			

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	0	Percent with a response*	77	A CI C' (CDEDC)	
American Indian or Alaska Native	0	Of those with a response:		Average Class Size (CBEDS)	Average
Asian	0	Not high school graduate	84	Grade Levels K-3	· ·
Filipino	0	High school graduate	15		20
Hispanic or Latino	99	Some college	2	4-6	31
Pacific Islander	0	College graduate	0	Core academic courses in	
White not Hispanic	1	Graduate school	0	departmentalized programs	N/A
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	97	parent education level information.		School Mobility (Stanford 9)	18
,			Average	, ,	
English Language Learners (Stanford 9)	86	Average Parent Education Level	1.18	This is the percent of students who first attended this	
Fully credentialled teachers (CBEDS)	93	(Stanford 9)		school in the current year.	Number
•		The average of all responses where "1" r	epresents "Not a	Enrollment on the first day of testing grades 2-11	213
Teachers with emergency credentials (CBEDS)	0	high school graduate and "5" represent	s "Graduate school."	less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	213
				Number of students included in the 2000 API	186

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

LA VINA ELEMENTARY **School:**

County: **MADERA**

District: MADERA UNIFIED

CDS Code: 20-65243-6024012 School Type: ELEMENTARY

Schoolwide

1999-2000

1999 2000 1999-2000 **Similar Schools** Met Schoolwide **Target** API (Growth) API (Base) Growth **Growth Rank** 435 **52** YES 487

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9)		Reading	5		Mathem	atics		Langua	ge		Spelling	5
A	В		C	D		E	\mathbf{F}		G	Н		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Score in
5 80-99th NPR	1000	4	2.19	21.86	8	4.30	43.01	10	5.38	53.76	6	3.24	32.43
4 60-79th NPR	875	6	3.28	28.69	19	10.22	89.38	20	10.75	94.09	17	9.19	80.41
3 40-59th NPR	700	26	14.21	99.45	60	32.26	225.81	33	17.74	124.19	26	14.05	98.38
2 20-39th NPR	500	63	34.43	172.13	59	31.72	158.60	54	29.03	145.16	49	26.49	132.43
1 1-19th NPR	200	84	45.90	91.80	40	21.51	43.01	69	37.10	74.19	87	47.03	94.05
a Total Weighte	d Score Across	Bands	a X	413.93			559.81			491.40			437.70
b Content Area	Weight		<u>b</u>	30%			40%			15%			15%
c Total Weighter	d Score for Cor	ntent Area	a: c	124.18		+	223.92		+	73.71		+	65.66
										2000 1		(T)	

2000 API (Growth)

185

Number of pupils with tests

Number of tests contributing to scores:

183

186

186

contributing to the API:

186

NPR is the National Percentile Rank

"N/A" means a number is not applicable or not available due to missing data.

2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

are considered numerically significant: the group (1) contains at least 100 students with valid test County: **MADERA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students MADERA UNIFIED District: with valid scores. CDS Code: 20-65243-6024012 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 0 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target Met Subgroup Target 1999-2000 Growth

NPR is the National Percentile Rank.

School: LA VINA ELEMENTARY

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

Percent of Pupils in Each Band

Math Language Spelling

1 Q

School: LA VINA ELEMENTARY

Hispanic or Latino

5 80 00th NDD

Performance Bands

County: MADERA

District: MADERA UNIFIED CDS Code: 20-65243-6024012

Perfo 5 4 3 2 1	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro 1999 API (Bas 1999-2000 Gro	owth)	Math 3	Number of		ſ	
5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	owth)		Number of	Tests	ſ	
5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR			Number of	Tests	ſ	
5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Reading	Math	Language	Spelling		
5 4 3	80-99th NPR 60-79th NPR 40-59th NPR	Reading	Math	Language	Spelling		
5	80-99th NPR 60-79th NPR	Reading	Math	Language	Spelling		
5	80-99th NPR	Reading	Math	Language	Spelling		
	T	Reading	Math	Language	Spelling		
Perfo	rmance Bands	Reading	Math	Language	Spelling		
White not Hispanic Percent of Pupils in Each Band Performance Bands Reading Math Language Spelling							
52	1999-2000 Gro	owth	YES	Met Sub	group Ta	rget	
14	1999-2000 Gro	owth Tar	get				
431	1999 API (Bas	e)					
483	2000 API (Gro	owth)	183	Number of Contributing	Tests ng to the API	[
1	1-19th NPR	46.1	21.9	37.7	47.8		
2	20-39th NPR	35.0	32.2	29.0	26.4		
3	40-59th NPR	14.4	32.2	17.5	14.3		
	60-79th NPR	2.2	9.8	10.9	8.2		
4	40 =0 4 3 700			4.9	3.3		

22

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Dorgant of Dunils in Each Dand

	Pacific Islander		Percer	nt of Pupils	in Each Ban	d				
	Perfo	rmance Bands	Reading	Math	Language	Spelling				
	5	80-99th NPR								
	4	60-79th NPR								
	3	40-59th NPR								
	2	20-39th NPR								
	1	1-19th NPR								
		2000 API (Gro	,	0	Number of Contributin		I			
		1999 API (Bas	e)							
		1999-2000 Growth Target								
		1999-2000 Gro	owth		Met Sub	group Ta	rget			
	Socioeconomically Disadvantaged Percent of Pupils in Each Band									
		·	Percer	nt of Pupils						
1		economically D			in Each Ban Language	Spelling				
		·	Percer Reading	Math	Language 5.4	Spelling 3.3				
	Perfo	rmance Bands	Percer Reading 2.2 2.7	Math 3.8 10.3	5.4 10.8	Spelling 3.3 8.7				
	Perfo. 5 4 3	rmance Bands 80-99th NPR	Percer Reading	3.8 10.3 32.4	5.4 10.8 17.3	3.3 8.7 14.1				
	Perfo. 5 4 3 2	rmance Bands 80-99th NPR 60-79th NPR	Percer Reading 2.2 2.7 14.3 34.6	Math 3.8 10.3	5.4 10.8	Spelling 3.3 8.7				
	Perfo. 5 4 3	rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR	Percer Reading 2.2 2.7 14.3	3.8 10.3 32.4	5.4 10.8 17.3	3.3 8.7 14.1				
	Perfo 5 4 3 2 1 485	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	Percer Reading 2.2 2.7 14.3 34.6 46.2 wwth)	3.8 10.3 32.4 31.9	5.4 10.8 17.3 29.2	3.3 8.7 14.1 26.6 47.3	Ī			
	Perfo. 5 4 3 2 1	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Percer Reading 2.2 2.7 14.3 34.6 46.2 wwth)	3.8 10.3 32.4 31.9 21.6	5.4 10.8 17.3 29.2 37.3 Number of	3.3 8.7 14.1 26.6 47.3	Ī			
	Perfo 5 4 3 2 1 485	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	Percer Reading 2.2 2.7 14.3 34.6 46.2 with)	3.8 10.3 32.4 31.9 21.6	5.4 10.8 17.3 29.2 37.3 Number of	3.3 8.7 14.1 26.6 47.3	Ī			

Pacific Islander

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

School: LINCOLN ELEMENTARY

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6112312 School Type: ELEMENTARY

STAR					1999-2000 Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
99	677	662	7	15	

I	M			
		Comparable	Both	
	School-	Improve-	Schoolwide	Awards
	wide	ment (CI)	and CI	Eligible
	YES	YES	YES	YES

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	YES
African American not Hispanic	4	Percent with a response*	78	A CI CI (CDEDS)	
American Indian or Alaska Native	0	Of those with a response:		Average Class Size (CBEDS) Grade Levels	Average
Asian	5	Not high school graduate	14	K-3	
Filipino	0	High school graduate	45		20
Hispanic or Latino	50	Some college	23	4-6	34
Pacific Islander	0	College graduate	10	Core academic courses in	
White not Hispanic	41	Graduate school	8	departmentalized programs	N/A
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	43	parent education level information.		School Mobility (Stanford 9)	13
			Average	, ,	
English Language Learners (Stanford 9)	16	Average Parent Education Level	2.53	This is the percent of students who first attended this school in the current year.	
Fully credentialled teachers (CBEDS)	93	(Stanford 9)	W2.7	senooi in me current yeur.	Number
Teachers with emergency credentials (CBEDS)	7	The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."		Enrollment on the first day of testing grades 2-11 less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	642
				Number of students included in the 2000 API	581

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

School: LINCOLN ELEMENTARY

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6112312 School Type: ELEMENTARY

Schoolwide

1999-2000

 2000
 1999
 1999-2000
 Similar Schools
 Met Schoolwide

 API (Growth)
 API (Base)
 Growth
 Growth Rank
 Target

 677
 662
 15
 YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

	Stanford 9		Reading			Mathem	atics		Langua	ge	Spelling		5	
	A	В		С	D		E	\mathbf{F}		G	Н		I	J
Pe	rformance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. i Eacl Ban	Pupils in	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5	80-99th NPR	1000	97	16.87	168.70	148	25.47	254.73	11	4 20.11	201.06	97	16.70	166.95
4	60-79th NPR	875	128	22.26	194.78	129	22.20	194.28	11	1 19.58	171.30	110	18.93	165.66
3	40-59th NPR	700	122	21.22	148.52	103	17.73	124.10	12	8 22.57	158.02	133	22.89	160.24
2	20-39th NPR	500	124	21.57	107.83	126	21.69	108.43	12	2 21.52	107.58	133	22.89	114.46
1	1-19th NPR	200	104	18.09	36.17	75	12.91	25.82	9	2 16.23	32.45	108	18.59	37.18
	a Total Weighted	d Score Across	Bands	a X	656.00			707.36			670.41			644.49
	b Content Area V	Veight		b	30%			40%			15%			15%
	c Total Weighted	d Score for Co	ntent Area	: c	196.80		+	282.94		+	100.56		+	96.67
											2000 A	PI (G	rowth)	677

Number of tests contributing to scores:

575

581

567

581

Number of pupils with tests contributing to the API:

581

NPR is the National Percentile Rank

"N/A" means a number is not applicable or not available due to missing data.

2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

are considered numerically significant: the group (1) contains at least 100 students with valid test County: **MADERA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students MADERA UNIFIED District: with valid scores. CDS Code: 20-65243-6112312 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 19 2 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 25 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target Met Subgroup Target 1999-2000 Growth

NPR is the National Percentile Rank.

School: LINCOLN ELEMENTARY

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

School: LINCOLN ELEMENTARY

White not Hispanic

County: MADERA

District: MADERA UNIFIED CDS Code: 20-65243-6112312

Hispa	anic or Latino	Percent of Pupils in Each Band						
Performance Bands		Reading Math		Language	Spelling			
5	80-99th NPR	10.1	15.9	14.1	11.6			
4	60-79th NPR	16.8	19.6	13.1	15.9			
3	40-59th NPR	20.5	17.6	22.2	21.6			
2	20-39th NPR	26.6	29.9	26.3	24.9			
1	1-19th NPR	25.9	16.9	24.2	25.9			
604	2000 API (Gro	owth)	301	Number of Contributin				
591	1999 API (Bas	se)						
6	1999-2000 Gr	owth Tar	get					
13	1999-2000 Gro	owth	YES	Met Sub	group Ta			

* * 1110	c not mispaine	Percent of Pupils III Each Band						
Perfo	rmance Bands	Reading	Math	Language	Spelling			
5	80-99th NPR	24.1	35.6	26.2	21.9			
4	60-79th NPR	30.6	25.3	26.7	19.3			
3	40-59th NPR	20.3	17.6	25.3	26.2			
2	20-39th NPR	15.9	13.7	15.1	21.9			
1	1-19th NPR	9.1	7.7	6.7	10.7			
758	2000 API (Gro	wth)	233	Number of Contributin	Tests g to the AP	I		
732	1999 API (Bas	e)						
6	1999-2000 Gro	owth Tar	get					
26	1999-2000 Gro	owth	YES	Met Sub	group Ta	rge		

Percent of Pupils in Each Rand

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

	ic Islander	Percent of Pupils in Each Band							
Perfo	ormance Bands	Reading	Math	Language	Spelling				
5	80-99th NPR								
4	60-79th NPR								
3	40-59th NPR								
2	20-39th NPR								
1	1-19th NPR								
	2000 API (Gro	owth)	0	Number of Contributin	Tests Ig to the AP	I			
	1999 API (Bas	se)							
	1999-2000 Gro	owth Tar	get						
	1999-2000 Gro	owth		Met Sub	group Ta	rget			
Socio	economically D) Jisadvan	taged						
	peconomically Dormance Bands			in Each Ban Language	d Spelling				
	•	Percer	nt of Pupils						
Perfo	ormance Bands	Percer Reading	nt of Pupils Math	Language	Spelling				
Perfo	ormance Bands 80-99th NPR	Percer Reading 6.4	Math 15.7	Language	Spelling 11.4				
Perfo	ormance Bands 80-99th NPR 60-79th NPR	Percer Reading 6.4 16.4	Math 15.7 20.0	11.2 15.3	Spelling 11.4 16.5				
Perfo 5 4 3	srmance Bands 80-99th NPR 60-79th NPR 40-59th NPR	Percer Reading 6.4 16.4 25.2	15.7 20.0 17.6	11.2 15.3 23.3	Spelling 11.4 16.5 21.6				
Perfo 5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Percer Reading 6.4 16.4 25.2 23.2 28.8	15.7 20.0 17.6 28.6	11.2 15.3 23.3 26.5 23.7 Number of	Spelling 11.4 16.5 21.6 24.7 25.9 Tests	I			
Perfo 5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Percer Reading 6.4 16.4 25.2 23.2 28.8 owth)	15.7 20.0 17.6 28.6 18.0	11.2 15.3 23.3 26.5 23.7 Number of	Spelling 11.4 16.5 21.6 24.7 25.9	I			
Perfo 5 4 3 2 1 597	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	Percer Reading 6.4 16.4 25.2 23.2 28.8 wwth)	15.7 20.0 17.6 28.6 18.0	11.2 15.3 23.3 26.5 23.7 Number of	Spelling 11.4 16.5 21.6 24.7 25.9 Tests	I			

NPR is the National Percentile Rank.

 $In \ most \ cases, \ 1999-2000 \ comparable \ improvement \ Growth \ Targets \ are \ 80\% \ of \ the \ 1999-2000 \ Schoolwide \ Growth \ Target.$

School: MADISON ELEMENTARY

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6023980 School Type: ELEMENTARY

STAR					1999-2000 Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
100	479	397	20	82	

M							
School-	Comparable Both School- Improve- Schoolwide						
wide	wide ment (CI) and CI						
YES	YES	YES	YES				

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	YES
African American not Hispanic	4	Percent with a response*	99	A CI CI (CDEDC)	
American Indian or Alaska Native	0	Of those with a response:		Average Class Size (CBEDS)	Average
Asian	1	Not high school graduate	53	Grade Levels	Ü
Filipino	0	High school graduate	39	K-3	20
Hispanic or Latino	81	Some college	7	4-6	36
Pacific Islander	0	College graduate	1	Core academic courses in	
White not Hispanic	14	Graduate school	0	departmentalized programs	N/A
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	92	parent education level information.		School Mobility (Stanford 9)	26
,			Average	• '	-
English Language Learners (Stanford 9)	45	Average Parent Education Level	1.56	This is the percent of students who first attended this school in the current year.	
Fully credentialled teachers (CBEDS)	88	(Stanford 9)		school in the current year.	Number
Teachers with emergency credentials (CBEDS)	20	The average of all responses where "1" r		Enrollment on the first day of testing grades 2-11	318
reactiers with emergency credentials (CBEDS)	20	high school graduate" and "5" represent	s "Graduate school."	less students excused from testing due to IEP	
				statement or parent written request	
				(STAR Apportionment)	
				Number of students included in the 2000 API	274

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

MADISON ELEMENTARY **School:**

County: **MADERA**

MADERA UNIFIED District:

CDS Code: 20-65243-6023980 School Type: ELEMENTARY

Schoolwide

1999-2000

1999 2000 1999-2000 **Similar Schools** Met Schoolwide API (Growth) **Target** API (Base) Growth **Growth Rank** 479 397 82 **YES**

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9	9	Rea		5		Mathem	atics		Langua	ge		Spelling	5
A	В		С	D		E	\mathbf{F}		G	Н		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5 80-99th NPR	1000	10	3.69	36.90	14	5.17	51.66	15	5.49	54.95	10	3.66	36.63
4 60-79th NPR	875	22	8.12	71.03	34	12.55	109.78	34	12.45	108.97	21	7.69	67.31
3 40-59th NPR	700	33	12.18	85.24	57	21.03	147.23	31	11.36	79.49	37	13.55	94.87
2 20-39th NPR	500	86	31.73	158.67	79	29.15	145.76	80	29.30	146.52	101	37.00	184.98
1 1-19th NPR	200	120	44.28	88.56	87	32.10	64.21	113	41.39	82.78	104	38.10	76.19
b Content Area	d Score Across Weight d Score for Cor		a x b = c	440.41 30% 132.12		+	518.63 40% 207.45		+	472.71 15% 70.91		+	459.98 15% 69.00
										2000 Al	PI (Gr	rowth)	479

Number of pupils with tests 271 273 273

NPR is the National Percentile Rank

Number of tests contributing to scores:

271

contributing to the API:

274

[&]quot;N/A" means a number is not applicable or not available due to missing data.

1999-2000 Academic Performance Index (API) Growth Report **Subgroup for Grades 2-8, Page 1 of 2**

2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: **MADERA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students MADERA UNIFIED District: with valid scores. CDS Code: 20-65243-6023980 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 11 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 0 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target

NPR is the National Percentile Rank.

1999-2000 Growth

School: MADISON ELEMENTARY

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

Met Subgroup Target

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

1999-2000 Growth

Percent of Pupils in Each Band

School: MADISON ELEMENTARY

Hispanic or Latino

County: MADERA

District: MADERA UNIFIED CDS Code: 20-65243-6023980

Perfo	Performance Bands		Math	Language	Spelling		
5	80-99th NPR	2.7	4.5	4.0	2.7		
4	60-79th NPR	6.7	11.2	9.8	7.1		
3	40-59th NPR	11.6	20.2	9.8	12.4		
2	20-39th NPR	30.4	29.6	32.6	36.4		
1	1-19th NPR	48.7	34.5	43.8	41.3		
458	2000 API (Gro		225	Number of Contributin	Tests g to the API		
389	1999 API (Bas	e)					
16	1999-2000 Gro	owth Tar	get				
69	1999-2000 Gro	owth	YES	Met Sub	group Tar	get	
White not Hispanic Percent of Pupils in Each Band Performance Bands Reading Math Language Spelling							
	•						
	•						
Perfo	rmance Bands						
Perfo	rmance Bands 80-99th NPR						
Perfo.	rmance Bands 80-99th NPR 60-79th NPR						
Perfo. 5 4 3	80-99th NPR 60-79th NPR 40-59th NPR						
Perfo. 5 4 3 2	mance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	Reading with)		Language Number of	Spelling		
Perfo. 5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	Reading wwth) e)	Math 38	Language Number of	Spelling Tests		
Perfo. 5 4 3 2	mance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	Reading wwth) e)	Math 38	Language Number of	Spelling Tests		

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

i acii	ic Islander	Percent of Pupils in Each Band						
Perfo	ormance Bands	Reading	Math	Language	Spelling			
5	80-99th NPR							
4	60-79th NPR							
3	40-59th NPR							
2	20-39th NPR							
_ 1	1-19th NPR							
	2000 API (Gro	owth)	0	Number of Contributin		I		
	1999 API (Bas	se)						
	1999-2000 Gre	owth Tar	get					
	1999-2000 Gro	owth		Met Sub	group Ta	rget		
Socio	economically D	dicadvan						
	-	Percer	nt of Pupils	in Each Ban				
	ormance Bands			in Each Ban Language	d Spelling			
	-	Percer	nt of Pupils	Language 5.9				
Perfo	ormance Bands	Percer Reading	nt of Pupils Math	Language	Spelling 3.5 6.3			
Perfo	ormance Bands 80-99th NPR	Percer Reading 3.5 7.5 10.6	Math 5.1	5.9 11.3 10.5	Spelling 3.5			
Perfo	ormance Bands 80-99th NPR 60-79th NPR	Percer Reading 3.5 7.5	Math 5.1 11.8	5.9 11.3	Spelling 3.5 6.3			
Perfo 5 4 3	srmance Bands 80-99th NPR 60-79th NPR 40-59th NPR	Percer Reading 3.5 7.5 10.6	5.1 11.8 19.6	5.9 11.3 10.5	3.5 6.3 13.3			
Perfo 5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Percer Reading 3.5 7.5 10.6 32.7 45.7	5.1 11.8 19.6 29.8	5.9 11.3 10.5 29.3	3.5 6.3 13.3 37.9 39.1 Tests	Ī		
Perfo 5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Percer Reading 3.5 7.5 10.6 32.7 45.7 with)	5.1 11.8 19.6 29.8 33.7	5.9 11.3 10.5 29.3 43.0	3.5 6.3 13.3 37.9 39.1 Tests	Ī		
Perfo 5 4 3 2 1 469	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	Percer Reading 3.5 7.5 10.6 32.7 45.7 with)	5.1 11.8 19.6 29.8 33.7	5.9 11.3 10.5 29.3 43.0	3.5 6.3 13.3 37.9 39.1 Tests	I		

Docific Islandon

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

School: MILLVIEW ELEMENTARY

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6024020 School Type: ELEMENTARY

STAR 2000	2000	1999	1999-2000	1999-	1999-2000 Similar Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
99	544	506	15	38	

M							
School-	Comparable Both School- Improve- Schoolwide						
wide	wide ment (CI) and CI						
YES	YES	YES	YES				

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	YES
African American not Hispanic	6	Percent with a response*	94	A CI C' (CDEDC)	
American Indian or Alaska Native	0	Of those with a response:	0.1	Average Class Size (CBEDS)	Average
Asian	0	Not high school graduate	71	Grade Levels	· ·
Filipino	0	High school graduate	27	K-3	20
Hispanic or Latino	86	Some college	2	4-6	32
Pacific Islander	0	College graduate	0	Core academic courses in	
White not Hispanic	8	Graduate school	0	departmentalized programs	N/A
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	93	parent education level information.		School Mobility (Stanford 9)	19
,			Average	, ,	
English Language Learners (Stanford 9)	59	Average Parent Education Level	1.31	This is the percent of students who first attended this school in the current year.	
Fully credentialled teachers (CBEDS)	87	(Stanford 9)		school in the current year.	Number
•		The average of all responses where "1" r	epresents "Not a	Enrollment on the first day of testing grades 2-11	597
Teachers with emergency credentials (CBEDS)	11	high school graduate and "5" represent	s "Graduate school."	less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	391
				Number of students included in the 2000 API	534

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

School: *MILLVIEW ELEMENTARY*

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6024020 School Type: ELEMENTARY

Schoolwide

1999-2000

 2000
 1999
 1999-2000
 Similar Schools
 Met Schoolwide

 API (Growth)
 API (Base)
 Growth
 Growth Rank
 Target

 544
 506
 38
 YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

	Stanford 9			Reading	5		Mathematics			Langua	ge	Spelling		5
	A	В		C	D		E	${f F}$		G	Н		I	J
Pe	rformance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. ii Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5	80-99th NPR	1000	17	3.26	32.57	60	11.24	112.36	4	7.94	79.40	37	6.98	69.81
4	60-79th NPR	875	62	11.88	103.93	94	17.60	154.03	8	7 16.45	143.90	69	13.02	113.92
3	40-59th NPR	700	89	17.05	119.35	98	18.35	128.46	9	18.15	127.03	103	19.43	136.04
2	20-39th NPR	500	169	32.38	161.88	171	32.02	160.11	14	3 27.03	135.16	130	24.53	122.64
1	1-19th NPR	200	185	35.44	70.88	111	20.79	41.57	16	30.43	60.87	191	36.04	72.08
	a Total Weighted	l Score Across	Bands	a X	488.60			596.54			546.36			514.48
	b Content Area V	Veight		<u>b</u>	30%			40%			15%			15%
	c Total Weighted	l Score for Cor	ntent Area	: c	146.58		+	238.61		+	81.95		+	77.17
											2000 A	PI (G	rowth)	544

Number of tests contributing to scores:

522

534

529

530 co

Number of pupils with tests contributing to the API:

534

NPR is the National Percentile Rank

"N/A" means a number is not applicable or not available due to missing data.

2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

School: MILLVIEW ELEMENTARY

are considered numerically significant: the group (1) contains at least 100 students with valid test County: MADERA scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students MADERA UNIFIED District: with valid scores. CDS Code: 20-65243-6024020 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 28 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 0 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target Met Subgroup Target 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

Percent of Pupils in Each Band

Math Language Spelling

Reading

School: MILLVIEW ELEMENTARY

Hispanic or Latino

Performance Bands

County: MADERA

District: MADERA UNIFIED CDS Code: 20-65243-6024020

5	80-99th NPR	1.8	10.8	6.5	5.4	
4	60-79th NPR	10.4	16.2	15.7	12.0	
3	40-59th NPR	15.5	18.1	17.6	19.6	
2	20-39th NPR	32.7	33.4	27.2	26.1	
1	1-19th NPR	39.6	21.6	32.9	37.0	
527	2000 API (Gro	wth)	464	Number of Contributin	Tests g to the AP	I
493	1999 API (Bas	e)				
12	1999-2000 Gro	owth Tar	get			
34	1999-2000 Gro	owth	YES	Met Sub	group Ta	rget
wnit						
	e not Hispanic rmance Bands	Percer Reading	nt of Pupils i Math	in Each Ban Language		
	-					
Perfo	rmance Bands					
Perfo.	rmance Bands 80-99th NPR					
Perfo.	rmance Bands 80-99th NPR 60-79th NPR					
Perfo. 5 4 3	rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR					
Perfo. 5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Reading		Language Number of	Spelling	I
Perfo. 5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Reading wth)	Math	Language Number of	Spelling Tests	ī
Perfo. 5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	Reading wth)	Math 40	Language Number of	Spelling Tests	ī

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Pacif	ic Islander	Percer	nt of Pupils	iii Lacii Daii	a	
Perfo	rmance Bands	Reading	Math	Language	Spelling	
5	80-99th NPR					
4	60-79th NPR					
3	40-59th NPR					
2	20-39th NPR					
1	1-19th NPR					
	2000 API (Gro	,	0	Number of Contributin		I
	1999 API (Bas	se)				
	1999-2000 Gro	owth Tar	get			
	1999-2000 Gro	owth		Met Sub	group Ta	rget
Socio	1		banet	•	J 1	
	economically D	Disadvan Percer	nt of Pupils	in Each Ban	d	
	1	Disadvan				
	economically D	Disadvan Percer	nt of Pupils	in Each Ban	d	
Perfo	economically E	Percer Reading 2.8	Math 10.6 17.3	in Each Ban Language	d Spelling	
Perfo	economically D rmance Bands 80-99th NPR	Percer Reading	Math	in Each Ban Language 7.1	d Spelling	
Perfo	economically December Bands 80-99th NPR 60-79th NPR	Percer Reading 2.8	10.6 17.3 18.2 32.4	in Each Ban Language 7.1 16.4	Spelling 6.5 12.8	
Perfo 5 4 3	economically December Bands 80-99th NPR 60-79th NPR 40-59th NPR	Percer Reading 2.8 11.8 15.7	Math 10.6 17.3 18.2	in Each Ban Language 7.1 16.4 18.0	d Spelling 6.5 12.8 19.0	
Perfo 5 4 3 2 1 536	economically December Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Percer Reading 2.8 11.8 15.7 32.5 37.1	10.6 17.3 18.2 32.4	in Each Ban Language 7.1 16.4 18.0 26.9	d Spelling 6.5 12.8 19.0 24.7 37.0	ſ
Perfo 5 4 3 2 1	economically December 1 and 1	Pisadvan Percer Reading 2.8 11.8 15.7 32.5 37.1 Dowth)	10.6 17.3 18.2 32.4 21.6	7.1 16.4 18.0 26.9 31.5	d Spelling 6.5 12.8 19.0 24.7 37.0	I
Perfo 5 4 3 2 1 536	rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Percer Reading 2.8 11.8 15.7 32.5 37.1 Dowth) see)	10.6 17.3 18.2 32.4 21.6	7.1 16.4 18.0 26.9 31.5	d Spelling 6.5 12.8 19.0 24.7 37.0	I

Docific Islandon

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

School: MONROE (JAMES) ELEMENTARY

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6023998 School Type: ELEMENTARY

					1999-2000
STAR					Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
100	507	434	18	73	

M	let Growth Ta	ırget	
	Comparable	Both	
School-	Improve-	Schoolwide	Awards
wide	ment (CI)	and CI	Eligible
YES	YES	YES	YES

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	YES
African American not Hispanic	3	Percent with a response*	92	Average Class Size (CDEDS)	
American Indian or Alaska Native	0	Of those with a response:	5 _	Average Class Size (CBEDS) Grade Levels	Average
Asian	0	Not high school graduate	70	K-3	20
Filipino	1	High school graduate	26		-
Hispanic or Latino	89	Some college	3	4-6	36
Pacific Islander	0	College graduate	1	Core academic courses in	
White not Hispanic	7	Graduate school	0	departmentalized programs	N/A
Participants in Free or Reduced Price Lunch (Stanford 9) English Language Learners (Stanford 9) Fully credentialled teachers (CBEDS)	93 57 90	* This number is the percentage of student parent education level information. Average Parent Education Level (Stanford 9)	answer documents with Average 1.35	School Mobility (Stanford 9) This is the percent of students who first attended this school in the current year.	23 Number
Teachers with emergency credentials (CBEDS)	10	The average of all responses where "1" r high school graduate" and "5" represent		Enrollment on the first day of testing grades 2-11 less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	573
				Number of students included in the 2000 API	517

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

School: MONROE (JAMES) ELEMENTARY

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6023998 School Type: ELEMENTARY

Schoolwide

1999-2000

 2000
 1999
 1999-2000
 Similar Schools
 Met Schoolwide

 API (Growth)
 API (Base)
 Growth
 Growth Rank
 Target

 507
 434
 73
 YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9)		Reading	<u> </u>		Mathem	atics		Langua	ge	Spelling		5
A	В		C	D		E	\mathbf{F}		G	H		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Score in
5 80-99th NPR	1000	19	3.73	37.25	62	12.06	120.62	33	6.43	64.33	31	6.00	59.96
4 60-79th NPR	875	50	9.80	85.78	78	15.18	132.78	59	11.50	100.63	50	9.67	84.62
3 40-59th NPR	700	70	13.73	96.08	85	16.54	115.76	78	15.20	106.43	90	17.41	121.86
2 20-39th NPR	500	154	30.20	150.98	134	26.07	130.35	143	27.88	139.38	147	28.43	142.17
1 1-19th NPR	200	217	42.55	85.10	155	30.16	60.31	200	38.99	77.97	199	38.49	76.98
a Total Weightedb Content Area Vc Total Weighted	Veight		a x b = c	455.20 30% 136.56		+	559.82 40% 223.93		+	488.74 15% 73.31	-	+	485.59 15% 72.84

Number of tests contributing to scores:

510

514

513

517

2000 API (Growth)

Number of pupils with tests contributing to the API:

507

517

NPR is the National Percentile Rank

[&]quot;N/A" means a number is not applicable or not available due to missing data.

2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test

scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

School: MONROE (JAMES) ELEMENTARY

County:

District:

MADERA

MADERA UNIFIED

CDS Code: 20-65243-6023998 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Performance Bands Language Spelling Language Spelling Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Performance Bands Reading Math Language Spelling Reading Math Language Spelling 80-99th NPR 80-99th NPR 60-79th NPR 4 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 3 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target Met Subgroup Target 1999-2000 Growth

with valid scores.

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

Dargent of Dunils in Each Dand

School: MONROE (JAMES) ELEMENTARY

Hispanic or Latino

County: MADERA

District: MADERA UNIFIED CDS Code: 20-65243-6023998

Hispa	anic or Launo	Percen	it of Pupils:	in Each Ban	d	
Perfo	rmance Bands	Reading	Math	Language	Spelling	
5	80-99th NPR	2.6	10.8	6.1	4.7	
4	60-79th NPR	9.6	14.8	10.4	10.3	
3	40-59th NPR	12.9	16.7	13.7	16.8	
2	20-39th NPR	29.8	26.0	28.0	28.2	
1	1-19th NPR	45.1	31.7	41.9	39.9	
493	2000 API (Gro	wth)	464	Number of Contributin		I
422	1999 API (Bas	e)				
14	1999-2000 Gro	owth Tar	get			
71	1999-2000 Gro	owth	YES	Met Sub	group Ta	rget
	e not Hispanic	Percen Reading	nt of Pupils Math	in Each Ban Language		
5	80-99th NPR					
4	60-79th NPR					
_ <u>'</u>	00-79til 1 VI IX					
3	40-59th NPR					

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Percent of Pupils in Each Band

Perfo	ormance Bands	Reading	Math	Language	Spelling	
5	80-99th NPR					
4	60-79th NPR					
3	40-59th NPR					
2	20-39th NPR					
1	1-19th NPR					
	2000 API (Gro	owth)	0	Number of Contributin		I
	1999 API (Bas	e)				
	1999-2000 Gro	owth Tar	get			
	1999-2000 Gro	owth		Met Sub	group Ta	rget
Socio	economically D			in Each Ban	d	
	peconomically Dormance Bands			in Each Ban Language	d Spelling	
	·	Percer	nt of Pupils			
Perfo	ormance Bands	Percer Reading	nt of Pupils : Math	Language	Spelling	
Perfo	ormance Bands 80-99th NPR	Percer Reading 2.7	Math	Language 6.4	Spelling 5.7	
Perfo 5 4	ormance Bands 80-99th NPR 60-79th NPR	Percer Reading 2.7 9.3	Math 10.9 15.6	6.4 10.5	Spelling 5.7 9.6	
Perfo 5 4 3	ormance Bands 80-99th NPR 60-79th NPR 40-59th NPR	Percer Reading 2.7 9.3 13.3	Math 10.9 15.6 16.4	6.4 10.5 14.0	5.7 9.6 16.5	
Perfo 5 4 3 2	srmance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Percer Reading 2.7 9.3 13.3 31.1 43.7	10.9 15.6 16.4 26.1	6.4 10.5 14.0 28.8	5.7 9.6 16.5 28.6 39.6 Tests	I
Perfo 5 4 3 2 1	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Percer Reading 2.7 9.3 13.3 31.1 43.7 wwth)	10.9 15.6 16.4 26.1 31.0	6.4 10.5 14.0 28.8 40.3	5.7 9.6 16.5 28.6 39.6 Tests	I

1999-2000 Growth

Pacific Islander

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

Number of Tests

Contributing to the API

Met Subgroup Target

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

36

2000 API (Growth)

1999-2000 Growth

1999-2000 Growth Target

1999 API (Base)

Met Subgroup Target

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 2-8

School: RIPPERDAN ELEMENTARY

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6024038 School Type: ELEMENTARY

STAR 2000	2000	1999	1999-2000	1999-	1999-2000 Similar Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
100	474	476	16	-2	

I	M			
	School-	Improve-	Schoolwide	Awards
	wide	ment (CI)	and CI	Eligible
ſ	NO	NO	NO	NO

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	7	Percent with a response*	73	A Class Class (CDEDC)	
American Indian or Alaska Native	0	Of those with a response:	. 0	Average Class Size (CBEDS) Grade Levels	Average
Asian	0	Not high school graduate	59	K-3	20
Filipino	0	High school graduate	30		_
Hispanic or Latino	85	Some college	9	4-6	33
Pacific Islander	0	College graduate	2	Core academic courses in	
White not Hispanic	7	Graduate school	0	departmentalized programs	N/A
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	95	parent education level information.		School Mobility (Stanford 9)	33
			Average	, ,	
English Language Learners (Stanford 9)	68	Average Parent Education Level	1.53	This is the percent of students who first attended this	
Fully credentialled teachers (CBEDS)	73	(Stanford 9)		school in the current year.	Number
• '		The average of all responses where "1" r	represents "Not a	Enrollment on the first day of testing grades 2-11	176
Teachers with emergency credentials (CBEDS)	27	high school graduate and "5" represent	s "Graduate school."	less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	170
				Number of students included in the 2000 API	162

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Schoolwide API for Grades 2-8

School: RIPPERDAN ELEMENTARY

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6024038 School Type: ELEMENTARY

Schoolwide

1999-2000

 2000
 1999
 1999-2000
 Similar Schools
 Met Schoolwide

 API (Growth)
 API (Base)
 Growth
 Growth Rank
 Target

 474
 476
 -2
 NO

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9)		Reading Mathematics Language			ge		Spelling	5				
A	В		C	D		E	F		G	Н		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Score in	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Score in
5 80-99th NPR	1000	7	4.76	47.62	11	6.83	68.32	7	4.67	46.67	12	7.41	74.07
4 60-79th NPR	875	9	6.12	53.57	19	11.80	103.26	13	8.67	75.83	15	9.26	81.02
3 40-59th NPR	700	23	15.65	109.52	26	16.15	113.04	33	22.00	154.00	16	9.88	69.14
2 20-39th NPR	500	43	29.25	146.26	43	26.71	133.54	42	28.00	140.00	46	28.40	141.98
1 1-19th NPR	200	65	44.22	88.44	62	38.51	77.02	55	36.67	73.33	73	45.06	90.12
a Total Weighted		Bands	a x	445.41			495.19			489.83			456.33
b Content Area V	Weight		<u>b</u>	30%			40%			15%			15%
c Total Weighter	d Score for Co	ntent Area	a:	133.62		+	198.07		+	73.48	-	+	68.45
•			·	- 314-		1	- 3101		1	21.12		1	

Number of tests contributing to scores:

147

161

150

Number of pupils with tests contributing to the API:

474

2000 API (Growth)

162

NPR is the National Percentile Rank

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and

2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

School: RIPPERDAN ELEMENTARY

are considered numerically significant: the group (1) contains at least 100 students with valid test County: **MADERA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students MADERA UNIFIED District: with valid scores. CDS Code: 20-65243-6024038 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 12 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 0 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target Met Subgroup Target 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test

scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students

1999-2000 Academic Performance Index (API) Growth Report Subgroups for Grades 2-8, Page 2 of 2

School: RIPPERDAN ELEMENTARY

County: MADERA

District: MADERA UNIFIED CDS Code: 20-65243-6024038

Hispanic or Latino	Percei	nt of Pupils	in Each Band		Pacif	ïc Islander	Percer	nt of Pupils	in Each Ban	d
Performance Bands	Reading	Math	Language Sp	pelling	Perfo	ormance Bands	Reading	Math	Language	Spelling
5 80-99th NPR	3.9	6.6	5.4	7.2	5	80-99th NPR				
4 60-79th NPR	6.3	10.9	7.8	8.7	4	60-79th NPR				
3 40-59th NPR	14.2	16.1	19.4	10.1	3	40-59th NPR				
2 20-39th NPR		26.3		29.0	2	20-39th NPR				
1 1-19th NPR	45.7	40.1	38.0	44.9	_ 1	1-19th NPR				
465 2000 API (Gr	owth)	138	Number of Tes Contributing to			2000 API (Gro	owth)	0	Number of Contributing	Tests g to the API
475 1999 API (Ba	ise)					1999 API (Bas	se)			
13 1999-2000 G	rowth Tar	get				1999-2000 Gre	owth Tar	get		
-10 1999-2000 G	rowth	NO	Met Subgro	oup Target		1999-2000 Gr	owth		Met Sub	group Target
					Socio	economically F)isadvan	taged		
White not Hispanio	Percei	nt of Pupils	in Each Band		Socio	economically D			in Each Ban	d
White not Hispanion	Percer Reading	nt of Pupils Math	in Each Band Language Sp	pelling		peconomically I			in Each Ban Language	
-	Reading	•		pelling		· ·	Percer	nt of Pupils		
Performance Bands 5 80-99th NPR 4 60-79th NPR	Reading	•		pelling	Perfo 5 4	ormance Bands	Percer Reading 4.3 5.7	Math 6.5 11.0	Language 4.9 7.6	7.1 9.6
Performance Bands 5 80-99th NPR 4 60-79th NPR 3 40-59th NPR	Reading	•		pelling	Perfo 5 4 3	ormance Bands 80-99th NPR 60-79th NPR 40-59th NPR	Percer Reading 4.3 5.7 15.6	6.5 11.0 16.8	4.9 7.6 22.2	7.1 9.6 9.6
Performance Bands 5 80-99th NPR 4 60-79th NPR 3 40-59th NPR 2 20-39th NPR	Reading	•		pelling	Perfo 5 4	ormance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Percer Reading 4.3 5.7 15.6 29.8	6.5 11.0 16.8 27.7	4.9 7.6 22.2 27.8	7.1 9.6 9.6 28.8
Performance Bands 5 80-99th NPR 4 60-79th NPR 3 40-59th NPR	Reading	•		pelling	Perfo 5 4 3	ormance Bands 80-99th NPR 60-79th NPR 40-59th NPR	Percer Reading 4.3 5.7 15.6	6.5 11.0 16.8	4.9 7.6 22.2	7.1 9.6 9.6
Performance Bands 5 80-99th NPR 4 60-79th NPR 3 40-59th NPR 2 20-39th NPR	Reading	•		ets	Perfo 5 4 3 2 1 470	ormance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Percer Reading 4.3 5.7 15.6 29.8 44.7	6.5 11.0 16.8 27.7	4.9 7.6 22.2 27.8 37.5 Number of	7.1 9.6 9.6 28.8 44.9
Performance Bands 5	Reading Reading	Math	Language Sp	ets	Perfo 5 4 3 2 1	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Percer Reading 4.3 5.7 15.6 29.8 44.7	6.5 11.0 16.8 27.7 38.1	4.9 7.6 22.2 27.8 37.5 Number of	7.1 9.6 9.6 28.8 44.9
Performance Bands 5 80-99th NPR 4 60-79th NPR 3 40-59th NPR 2 20-39th NPR 1 1-19th NPR 2000 API (Gr	Reading Owth) ase)	Math 12	Language Sp	ets	Perfo 5 4 3 2 1 470	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	Percer Reading 4.3 5.7 15.6 29.8 44.7 owth)	6.5 11.0 16.8 27.7 38.1	4.9 7.6 22.2 27.8 37.5 Number of	7.1 9.6 9.6 28.8 44.9

with valid scores.

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 2-8

School: SIERRA VISTA ELEMENTARY

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6024046 School Type: ELEMENTARY

STAR					1999-2000 Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
100	464	424	19	40	

M	Met Growth Target							
	Comparable	Both						
School-	Improve-	Schoolwide	Awards					
wide	ment (CI)	and CI	Eligible					
YES	YES	YES	YES					

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	YES
African American not Hispanic	3	Percent with a response*	94	A Cl C! (CDEDC)	
American Indian or Alaska Native	0	Of those with a response:	0.	Average Class Size (CBEDS) Grade Levels	Average
Asian	0	Not high school graduate	69	K-3	20
Filipino	0	High school graduate	24		-
Hispanic or Latino	94	Some college	5	4-6	32
Pacific Islander	0	College graduate	2	Core academic courses in	
White not Hispanic	3	Graduate school	0	departmentalized programs	N/A
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	95	parent education level information.		School Mobility (Stanford 9)	12
			Average	, ,	
English Language Learners (Stanford 9)	72	Average Parent Education Level	1.41	This is the percent of students who first attended this	
Fully credentialled teachers (CBEDS)	89	(Stanford 9)		school in the current year.	Number
•		The average of all responses where "1" r	epresents "Not a	Enrollment on the first day of testing grades 2-11	559
Teachers with emergency credentials (CBEDS)	11	high school graduate and "5" represent	s "Graduate school."	less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	339
				Number of students included in the 2000 API	545

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Schoolwide API for Grades 2-8

School: SIERRA VISTA ELEMENTARY

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6024046 School Type: ELEMENTARY

Schoolwide

1999-2000

 2000
 1999
 1999-2000
 Similar Schools
 Met Schoolwide

 API (Growth)
 API (Base)
 Growth
 Growth Rank
 Target

 464
 424
 40
 YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford	9		Reading	5		Mathen	natics		Langua	ge		Spelling	
A	В		C	D		E	\mathbf{F}		G	Н		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5 80-99th NPR	1000	8	1.51	15.09	23	4.24	42.44	21	4.14	41.42	39	7.22	72.22
4 60-79th NPR	875	32	6.04	52.83	52	9.59	83.95	59	11.64	101.82	55	10.19	89.12
3 40-59th NPR	700	62	11.70	81.89	90	16.61	116.24	93	18.34	128.40	111	20.56	143.89
2 20-39th NPR	500	185	34.91	174.53	175	32.29	161.44	141	27.81	139.05	120	22.22	111.11
1 1-19th NPR	200	243	45.85	91.70	202	37.27	74.54	193	38.07	76.13	215	39.81	79.63
b Content Area	ed Score Across Weight ed Score for Cor		a x b = c	416.04 30% 124.81		+	478.60 40% 191.44		+	486.83 15% 73.03		+	495.97 15% 74.40
										2000 A	PI (Gr	rowth)	464

Number of tests contributing to scores:

530

542

507

540

Number of pupils with tests contributing to the API:

545

NPR is the National Percentile Rank

"N/A" means a number is not applicable or not available due to missing data.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

School: SIERRA VISTA ELEMENTARY 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: MADERA scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students District: MADERA UNIFIED with valid scores. CDS Code: 20-65243-6024046 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Language Spelling Language Spelling Performance Bands Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Language Spelling Performance Bands Math Language Spelling Reading Reading 80-99th NPR 80-99th NPR 4 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 0 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target

NPR is the National Percentile Rank.

1999-2000 Growth

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

Met Subgroup Target

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

1999-2000 Growth

1999-2000 Academic Performance Index (API) Growth Report Subgroups for Grades 2-8, Page 2 of 2

Percent of Pupils in Each Band

Math Language Spelling

School: SIERRA VISTA ELEMENTARY

Hispanic or Latino

Performance Bands

County: MADERA

District: MADERA UNIFIED CDS Code: 20-65243-6024046

1 (110	mance Dands	Reading	watti	Language	Spennig					
5	80-99th NPR	1.2	4.1	3.8	7.1					
4	60-79th NPR	5.8	9.3	11.8	9.9					
3	40-59th NPR	11.7	16.9	18.4	20.0					
2	20-39th NPR	35.4	32.5	27.8	22.1					
1	1-19th NPR	45.9	37.2	38.2	40.9					
461	2000 API (Gro	,	511	Number of Contributin	Tests g to the AP	I				
424	1999 API (Bas	se)								
15	1999-2000 Gro	owth Tar	get							
37	1999-2000 Gro	owth	YES	Met Sub	group Ta	rget				
White not Hispanic Percent of Pupils in Each Band Performance Bands Reading Math Language Spelling										
	-	Percer Reading	nt of Pupils Math							
	-		•							
Perfo	rmance Bands		•							
Perfo	rmance Bands 80-99th NPR		•							
Perfo 5 4	rmance Bands 80-99th NPR 60-79th NPR		•							
Perfo 5 4 3	80-99th NPR 60-79th NPR 40-59th NPR		•							
Perfo 5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Reading	•	Language Number of	Spelling	I				
Perfo 5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR	Reading with)	Math	Language Number of	Spelling	I				
Perfo 5 4 3 2	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	Reading with)	Math 18	Language Number of	Spelling	I				

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

1 aci	fic Islander	Percent of Pupils in Each Band										
Perf	formance Bands	Reading	Math	Language	Spelling							
5	80-99th NPR											
4	60-79th NPR											
3	40-59th NPR											
2	20-39th NPR											
1	1-19th NPR											
	2000 API (Gro	owth)	0	Number of Contributin		I						
	1999 API (Bas	se)										
	1999-2000 Gre	owth Tar	get									
	1999-2000 Gr	owth		Met Sub	group Ta	rget						
Soci	oeconomically I		Socioeconomically Disadvantaged Percent of Pupils in Each Band									
Perf					-							
	ormance Bands	Reading	Math	Language	Spelling							
5	ormance Bands 80-99th NPR	Reading 1.2	Math 4.0	Language 3.9								
5 4		1.2 5.5	4.0 9.6	3.9 11.7	Spelling 6.5 10.0							
	80-99th NPR	1.2 5.5 11.5	4.0	3.9 11.7 17.4	Spelling 6.5							
4 3 2	80-99th NPR 60-79th NPR	1.2 5.5 11.5 35.2	4.0 9.6	3.9 11.7	6.5 10.0 20.7 22.3							
3	80-99th NPR 60-79th NPR 40-59th NPR	1.2 5.5 11.5	4.0 9.6 16.6	3.9 11.7 17.4	Spelling 6.5 10.0 20.7							
4 3 2 1	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	1.2 5.5 11.5 35.2 46.6	4.0 9.6 16.6 31.9	3.9 11.7 17.4 28.2	Spelling 6.5 10.0 20.7 22.3 40.5 Tests	Į.						
4 3 2 1	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	1.2 5.5 11.5 35.2 46.6	4.0 9.6 16.6 31.9 37.9	3.9 11.7 17.4 28.2 38.9 Number of	Spelling 6.5 10.0 20.7 22.3 40.5 Tests	I						
4 3 2 1	80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	1.2 5.5 11.5 35.2 46.6 owth)	4.0 9.6 16.6 31.9 37.9	3.9 11.7 17.4 28.2 38.9 Number of	Spelling 6.5 10.0 20.7 22.3 40.5 Tests	I						

Docific Islandon

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 2-8

School: WASHINGTON (GEORGE) ELEMENTARY

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6023964 School Type: ELEMENTARY

STAR					1999-2000 Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
100	529	446	18	83	

M	Met Growth Target							
	Comparable Both							
School-	-							
wide	ment (CI)	and CI	Eligible					
YES	YES	YES	YES					

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	YES
African American not Hispanic	1	Percent with a response*	95	Avianaga Class Stra. (CDEDS)	
American Indian or Alaska Native	0	Of those with a response:		Average Class Size (CBEDS) Grade Levels	Average
Asian	0	Not high school graduate	63	K-3	19
Filipino	0	High school graduate	24		_
Hispanic or Latino	93	Some college	12	4-6	30
Pacific Islander	0	College graduate	0	Core academic courses in	
White not Hispanic	6	Graduate school	1	departmentalized programs	N/A
Participants in Free or Reduced Price Lunch (Stanford 9)	94	* This number is the percentage of student parent education level information.	answer documents with	School Mobility (Stanford 9)	28
			Average	• ` '	
English Language Learners (Stanford 9)	63	Average Parent Education Level (Stanford 9)	1.51	This is the percent of students who first attended this school in the current year.	Number
Fully credentialled teachers (CBEDS)	91	,			rumoci
Teachers with emergency credentials (CBEDS)	14	The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."		Enrollment on the first day of testing grades 2-11 less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	570
				Number of students included in the 2000 API	539

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report **Schoolwide API for Grades 2-8**

WASHINGTON (GEORGE) ELEMENTARY **School:**

County: **MADERA**

District: MADERA UNIFIED

CDS Code: 20-65243-6023964 School Type: ELEMENTARY

Schoolwide

1999-2000

1999 2000 1999-2000 **Similar Schools** Met Schoolwide **Target** API (Growth) API (Base) Growth **Growth Rank** 529 83 **YES** 446

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9)		Reading	5		Mathem	atics		Langua	ge Spelling		5	
A	В		С	D		E	\mathbf{F}		G	Н		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Score in
5 80-99th NPR	1000	26	4.92	49.24	75	13.94	139.41	38	7.10	71.03	46	8.58	85.82
4 60-79th NPR	875	46	8.71	76.23	88	16.36	143.12	56	10.47	91.59	70	13.06	114.27
3 40-59th NPR	700	89	16.86	117.99	100	18.59	130.11	82	15.33	107.29	82	15.30	107.09
2 20-39th NPR	500	168	31.82	159.09	141	26.21	131.04	139	25.98	129.91	134	25.00	125.00
1 1-19th NPR	200	199	37.69	75.38	134	24.91	49.81	220	41.12	82.24	204	38.06	76.12
a Total Weighted		Bands	a x	477.94			593.49			482.06			508.30
b Content Area V	Weight		b =	30%			40%			15%			15%
c Total Weighter	d Score for Cor	ntent Area	ı: <u>c</u>	143.38	-	+	237.40		+	72.31	-	+	76.25
										2000 4	DT (Cx	orvth)	500

2000 API (Growth) 529

Number of tests contributing to scores:

528

538

535

536

Number of pupils with tests contributing to the API:

539

NPR is the National Percentile Rank

"N/A" means a number is not applicable or not available due to missing data.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and

2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

School: WASHINGTON (GEORGE) ELEMENTA

are considered numerically significant: the group (1) contains at least 100 students with valid test County: **MADERA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students MADERA UNIFIED District: with valid scores. CDS Code: 20-65243-6023964 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Performance Bands Language Spelling Language Spelling Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Math Performance Bands Reading Language Spelling Reading Math Language Spelling 80-99th NPR 80-99th NPR 60-79th NPR 4 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target Met Subgroup Target 1999-2000 Growth

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

1999-2000 Academic Performance Index (API) Growth Report Subgroups for Grades 2-8, Page 2 of 2

School: WASHINGTON (GEORGE) ELEMENTA

County: MADERA

District: MADERA UNIFIED CDS Code: 20-65243-6023964

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Hispa	Hispanic or Latino Percent of Pupils in Each E		in Each Ban	d		Pacif	ic Islander	Percen	t of Pupils	in Each Ban	d	
Perfor	mance Bands	Reading	Math	Language	Spelling		Perfo	rmance Bands	Reading	Math	Language	Spelling
5	80-99th NPR	4.3	13.6	6.4	8.0		5	80-99th NPR				
4	60-79th NPR	7.9	16.4	10.0	12.4		4	60-79th NPR				
3	40-59th NPR	16.1	18.8	15.3	14.6		3	40-59th NPR				
2	20-39th NPR	32.4	26.9	25.7	25.7		2	20-39th NPR				
1	1-19th NPR	39.3	24.4	42.6	39.3		_11	1-19th NPR				
523	2000 API (Gro	owth)	502	Number of Contributin				2000 API (Gro	owth)	0	Number of Contributin	Tests g to the API
444	1999 API (Bas	e)						1999 API (Bas	e)			
14	1999-2000 Gro	owth Tar	get					1999-2000 Gro	owth Targ	get		
79	1999-2000 Gro	owth	YES	Met Sub	group Ta	get		1999-2000 Gro	owth		Met Sub	group Target
White	White not Hispanic Percent of Pupils in Each Band					Socio	economically D			in Each Ban	d	
Perfor	mance Bands	Reading	Math	Language	Spelling		Perfo	rmance Bands	Reading	Math	Language	Spelling
5	80-99th NPR						5	80-99th NPR	4.5	13.3	6.4	7.9
4	60-79th NPR						4	60-79th NPR	8.0	16.3	10.4	12.5
3	40-59th NPR						3	40-59th NPR	17.1	18.7	15.1	15.3
2	20-39th NPR						2	20-39th NPR	31.8	26.5	26.4	25.3
1	1-19th NPR						1	1-19th NPR	38.6	25.2	41.7	39.0
	2000 API (Gro	owth)	30	Number of Contributin			523	2000 API (Gro	owth)	521	Number of Contributin	Tests g to the API
	1999 API (Bas	e)					442	1999 API (Bas	e)			
	1999-2000 Gro	owth Tar	get				14	1999-2000 Gro	owth Targ	get		
	1999-2000 Gro	owth		Met Sub	group Ta	get	81	1999-2000 Gro	owth	YES	Met Sub	group Target

NPR is the National Percentile Rank.

 $In\ most\ cases,\ 1999-2000\ comparable\ improvement\ Growth\ Targets\ are\ 80\%\ of\ the\ 1999-2000\ Schoolwide\ Growth\ Target.$

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 2-8

School: JEFFERSON (THOMAS) MIDDLE

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6024053 School Type: MIDDLE

STAR					1999-2000 Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
100	615	580	11	35	

M	Met Growth Target						
School-	Comparable Both School- Improve- Schoolwide						
wide	ment (CI)	and CI	Eligible				
YES	YES	YES	YES				

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic American Indian or Alaska Native	4 0	Percent with a response* Of those with a response:	94	Average Class Size (CBEDS) Grade Levels	Average
Asian	2	Not high school graduate	30	K-3	N/A
Filipino	0	High school graduate	25	4-6	N/A
Hispanic or Latino Pacific Islander	65 0	Some college	25		IN/A
White not Hispanic	28	College graduate	14	Core academic courses in	00
Winte not inspanie	20	Graduate school	6	departmentalized programs	30
Participants in Free or Reduced Price Lunch (Stanford 9)	61	* This number is the percentage of stu parent education level information.		School Mobility (Stanford 9)	12
English Language Learners (Stanford 9)	24	Average Parent Education Level (Stanford 9)	Average 2.39	This is the percent of students who first attended this school in the current year.	Number
Fully credentialled teachers (CBEDS)	95	The average of all responses where	"1" represents "Not a	Envallment on the first day of testing and deg 2.11	0.57
Teachers with emergency credentials (CBEDS)	rs with emergency credentials (CBEDS) 10 The average of all responses where T represents Not a high school graduate" and "5" represents "Graduate school."		•	Enrollment on the first day of testing grades 2-11 less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	857
				Number of students included in the 2000 API	749

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Schoolwide API for Grades 2-8

School: JEFFERSON (THOMAS) MIDDLE

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6024053 School Type: MIDDLE

Schoolwide

1999-2000

 2000
 1999
 1999-2000
 Similar Schools
 Met Schoolwide

 API (Growth)
 API (Base)
 Growth
 Growth Rank
 Target

 615
 580
 35
 YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9)		Reading	5		Mathen	natics	Language				Spelling	
A	В		C	D		E	F		G	Н		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5 80-99th NPR	1000	73	9.89	98.92	111	15.25	152.47	152	20.49	204.85	71	9.63	96.34
4 60-79th NPR	875	138	18.70	163.62	150	20.60	180.29	125	16.85	147.41	102	13.84	121.10
3 40-59th NPR	700	158	21.41	149.86	164	22.53	157.69	136	18.33	128.30	166	22.52	157.67
2 20-39th NPR	500	179	24.25	121.27	197	27.06	135.30	177	23.85	119.27	154	20.90	104.48
1 1-19th NPR	200	190	25.75	51.49	106	14.56	29.12	152	20.49	40.97	244	33.11	66.21
a Total Weighterb Content Area Vc Total Weighter	Weight		a x b = c	585.16 30% 175.55		+	654.88 40% 261.95		+	640.80 15% 96.12	-	+	545.79 15% 81.87
										••••			

728

742

2000 API (Growth) 6

Number of pupils with tests contributing to the API: 749

Number of tests contributing to scores: NPR is the National Percentile Rank

"N/A" means a number is not applicable or not available due to missing data.

738

Note: Data are reported only for subgroups which were numerically significant in both 1999 and

2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

School: JEFFERSON (THOMAS) MIDDLE

County: **MADERA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students MADERA UNIFIED District: with valid scores. CDS Code: 20-65243-6024053 African American not Hispanic American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Performance Bands Language Spelling Language Spelling Reading Performance Bands Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 3 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 25 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Percent of Pupils in Each Band Percent of Pupils in Each Band Asian **Filipino** Performance Bands Performance Bands Reading Math Language Spelling Reading Math Language Spelling 80-99th NPR 80-99th NPR 60-79th NPR 4 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 20 2 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target

NPR is the National Percentile Rank.

1999-2000 Growth

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

Met Subgroup Target

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Met Subgroup Target

1999-2000 Growth

1999-2000 Academic Performance Index (API) Growth Report Subgroups for Grades 2-8, Page 2 of 2

School: JEFFERSON (THOMAS) MIDDLE

County: MADERA

District: MADERA UNIFIED CDS Code: 20-65243-6024053

Hispa	anic or Latino	Percen	t of Pupils	in Each Ban	d			
Perfo	rmance Bands	Reading	Math	Language	Spelling			
5	80-99th NPR	3.9	8.4	14.2	5.6			
4	60-79th NPR	15.1	16.8	15.8	11.4			
3	40-59th NPR	21.6	24.7	18.9	20.9			
2	20-39th NPR	26.4	30.6	25.9	21.5			
1	1-19th NPR	33.0	19.5	25.3	40.6			
557	2000 API (Gro	owth)	491	Number of Contributin	Tests ig to the API			
519	1999 API (Base)							
9	1999-2000 Growth Target							
38	1999-2000 Gro	owth	YES	Met Sub	group Tar			

VV 1111	e not ruspame	Percen	Percent of Pupils in Each Band						
Perfo	ormance Bands	Reading	Math	Language	Spelling				
5	80-99th NPR	22.3	29.2	35.0	15.5				
4	60-79th NPR	29.1	29.7	19.9	20.4				
3	40-59th NPR	21.4	18.3	18.0	28.2				
2	20-39th NPR	17.0	17.8	16.5	19.9				
1	1-19th NPR	10.2	5.0	10.7	16.0				
744	2000 API (Gro	owth)	209	Number of Tests Contributing to the API					
721	1999 API (Bas	se)							
9	1999-2000 Gro								
23	1999-2000 Gro	owth	YES	Met Sub	group Targe				

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Pacific Islander		Percer	nt of Pupils	in Each Band		
Perfo	rmance Bands	Reading	Math	Language	Spelling	
5	80-99th NPR					
4	60-79th NPR					
3	40-59th NPR					
2	20-39th NPR					
1	1-19th NPR					
	2000 API (Gro	owth)	0	Number of Contributin		I
	1999 API (Bas	e)				
	1999-2000 Gro	owth Tar	get			
		_		3.6 . 0 1	-	
Socio	1999-2000 Gro		taged	Met Sub	group Ta	rgei
	1999-2000 Gro economically D rmance Bands) isadvan		Met Sub		rgei
	economically D	Percer	nt of Pupils	in Each Ban	d	rgei
Perfo	economically D	Pisadvan Percer Reading	nt of Pupils Math	in Each Ban Language	d Spelling	rget
Perfo	economically December 19 cm ance Bands 80-99th NPR	Pisadvan Percer Reading 4.0	Math 8.7	in Each Ban Language 12.9	d Spelling 4.6	rgei
Perfo	economically Drmance Bands 80-99th NPR 60-79th NPR	Pisadvan Percer Reading 4.0 12.4	Math 8.7 15.4	in Each Ban Language 12.9 13.9	d Spelling 4.6 11.6	rgei
Perfo 5 4 3	economically Drmance Bands 80-99th NPR 60-79th NPR 40-59th NPR	Pisadvan Percer Reading 4.0 12.4 20.5	8.7 15.4 22.4	in Each Ban Language 12.9 13.9 18.1	d Spelling 4.6 11.6 19.5	rgei
Perfo 5 4 3 2	economically D rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR	Percer Reading 4.0 12.4 20.5 27.9 35.2	8.7 15.4 22.4 33.0	in Each Ban Language 12.9 13.9 18.1 26.4 28.7 Number of	d Spelling 4.6 11.6 19.5 22.3 42.0	
Perfo 5 4 3 2 1	economically Deconomically conomical Decon	Pisadvan Percer Reading 4.0 12.4 20.5 27.9 35.2 with)	8.7 15.4 22.4 33.0 20.5	in Each Ban Language 12.9 13.9 18.1 26.4 28.7 Number of	d Spelling 4.6 11.6 19.5 22.3 42.0	
Perfo 5 4 3 2 1 541	rmance Bands 80-99th NPR 60-79th NPR 40-59th NPR 20-39th NPR 1-19th NPR 2000 API (Gro	Percer Reading 4.0 12.4 20.5 27.9 35.2 with)	8.7 15.4 22.4 33.0 20.5	in Each Ban Language 12.9 13.9 18.1 26.4 28.7 Number of	d Spelling 4.6 11.6 19.5 22.3 42.0	

NPR is the National Percentile Rank.

White not Hispanic

 $In \ most \ cases, \ 1999-2000 \ comparable \ improvement \ Growth \ Targets \ are \ 80\% \ of \ the \ 1999-2000 \ Schoolwide \ Growth \ Target.$

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

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1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 2-8

School: KING (MARTIN LUTHER JR.) MIDDLE

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6112973 School Type: MIDDLE

STAR					1999-2000 Similar
2000	2000	1999	1999-2000	1999-	Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
100	511	482	16	29	

M								
	Comparable Both							
School-	Improve-	Schoolwide	Awards					
wide	ment (CI)	and CI	Eligible					
YES	YES	YES	YES					

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO
African American not Hispanic	5	Percent with a response*	97	A CI CI (CDEDS)	
American Indian or Alaska Native	0	Of those with a response:	0.	Average Class Size (CBEDS) Grade Levels	Average
Asian	1	Not high school graduate	45	K-3	Ü
Filipino	0	High school graduate	24		N/A
Hispanic or Latino	76	Some college	21	4-6	N/A
Pacific Islander	0	College graduate	6	Core academic courses in	
White not Hispanic	17	Graduate school	4	departmentalized programs	31
Participants in Free or Reduced		* This number is the percentage of student	answer documents with		
Price Lunch (Stanford 9)	75	parent education level information.		School Mobility (Stanford 9)	14
			Average	, ,	
English Language Learners (Stanford 9)	35	Average Parent Education Level	1.99	This is the percent of students who first attended this	
Fully credentialled teachers (CBEDS)	89	(Stanford 9)		school in the current year.	Number
·		The average of all responses where "1" r	epresents "Not a	Enrollment on the first day of testing grades 2-11	879
Teachers with emergency credentials (CBEDS)	11	high school graduate" and "5" represent	s "Graduate school."	less students excused from testing due to IEP statement or parent written request	0.0
				(STAR Apportionment)	
				Number of students included in the 2000 API	828

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Schoolwide API for Grades 2-8

School: KING (MARTIN LUTHER JR.) MIDDLE

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-6112973 School Type: MIDDLE

Schoolwide

1999-2000

 2000
 1999
 1999-2000
 Similar Schools
 Met Schoolwide

 API (Growth)
 API (Base)
 Growth
 Growth Rank
 Target

 511
 482
 29
 YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9	9	Reading				Mathen	atics		Langua	ge	Spelling		
Α	В		С	D		\mathbf{E}	${f F}$		G	Н		I	J
Performance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Score in	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)
5 80-99th NPR	1000	33	4.10	40.99	66	8.01	80.10	83	10.52	105.20	31	3.81	38.08
4 60-79th NPR	875	122	15.16	132.61	89	10.80	94.51	120	15.21	133.08	86	10.57	92.44
3 40-59th NPR	700	141	17.52	122.61	136	16.50	115.53	128	16.22	113.56	148	18.18	127.27
2 20-39th NPR	500	206	25.59	127.95	276	33.50	167.48	241	30.54	152.72	190	23.34	116.71
1 1-19th NPR	200	303	37.64	75.28	257	31.19	62.38	217	27.50	55.01	359	44.10	88.21
a Total Weighte	d Score Across	Bands	a X	499.44			519.99			559.57			462.71
b Content Area	Weight		b	30%			40%			15%			15%
c Total Weighte	d Score for Co	ntent Area	: c	149.83	-	+		+		83.94		+	69.41
										2000 A	PI (Gr	owth)	511

Number of tests contributing to scores: 805 824

NPR is the National Percentile Rank

MADERA UNIFIED (seq #65243-68-62)

828

Number of pupils with tests

contributing to the API:

814

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test

scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 2-8, Page 1 of 2

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

School: KING (MARTIN LUTHER JR.) MIDDLE

County:

District:

MADERA

MADERA UNIFIED

African American not Hispanic Percent of Pupils in Each Band	American Indian or Alaska Native Percent of Pupils in Each Band						
Performance Bands Reading Math Language Spelling	Performance Bands Reading Math Language Spelling						
5 80-99th NPR	5 80-99th NPR						
4 60-79th NPR	4 60-79th NPR						
3 40-59th NPR	3 40-59th NPR						
2 20-39th NPR	2 20-39th NPR						
1 1-19th NPR	1 1-19th NPR						
2000 API (Growth) 38 Number of Tests Contributing to the API	2000 API (Growth) 1 Number of Tests Contributing to the API						
1999 API (Base)	1999 API (Base)						
1000 2000 C	1000 2000 G 1 7						
1999-2000 Growth Target	1999-2000 Growth Target						
1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target	1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target						
	——————————————————————————————————————						
1999-2000 Growth Met Subgroup Target Asian Percent of Pupils in Each Band	1999-2000 Growth Met Subgroup Targo Filipino Percent of Pupils in Each Band						
1999-2000 Growth Met Subgroup Target Asian Percent of Pupils in Each Band Performance Bands Reading Math Language Spelling	1999-2000 Growth Met Subgroup Targe Filipino Percent of Pupils in Each Band Performance Bands Reading Math Language Spelling						
Asian Percent of Pupils in Each Band Performance Bands Reading Math Language Spelling 5 80-99th NPR	Filipino Performance Bands 80-99th NPR 4 60-79th NPR 3 40-59th NPR						
Asian Percent of Pupils in Each Band Performance Bands Reading Math Language Spelling 5 80-99th NPR 4 60-79th NPR 4 60-59th NPR 2 20-39th NPR	1999-2000 Growth Met Subgroup Target Filipino						
Asian Percent of Pupils in Each Band Performance Bands Reading Math Language Spelling 5 80-99th NPR	1999-2000 Growth Met Subgroup Target Filipino						
Asian Percent of Pupils in Each Band Performance Bands Reading Math Language Spelling 5 80-99th NPR 4 60-79th NPR 3 40-59th NPR 2 20-39th NPR 1 1-19th NPR 5 Number of Tests	Filipino Performance Bands Reading Math Language Spelling 5 80-99th NPR 4 60-79th NPR 3 40-59th NPR 2 20-39th NPR 1 1-19th NPR Number of Tests						
Asian Percent of Pupils in Each Band Performance Bands Reading Math Language Spelling 5 80-99th NPR 4 60-79th NPR 3 40-59th NPR 2 20-39th NPR 1 1-19th NPR	1999-2000 Growth Met Subgroup Target						
Asian Percent of Pupils in Each Band Performance Bands Reading Math Language Spelling 5 80-99th NPR	Filipino Performance Bands Reading Math Language Spelling 5 80-99th NPR 4 60-79th NPR 3 40-59th NPR 2 20-39th NPR 1 1-19th NPR 2000 API (Growth) 4 Number of Tests Contributing to the API						

with valid scores.

MADERA UNIFIED (seq #65243-68-63)

1999-2000 Academic Performance Index (API) Growth Report **Subgroups for Grades 2-8, Page 2 of 2**

Percent of Pupils in Each Band

School: KING (MARTIN LUTHER JR.) MIDDLE

County: **MADERA**

MADERA UNIFIED District: CDS Code: 20-65243-6112973

Hispanic or Latino

20-39th NPR 1-19th NPR Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.

Percent of Pupils in Each Band

22.9

49.2

31.8

32.6

PF	and or Editino	I CI CCI	it of I upils	III Euch Bun	u	2 4002	Tercent of Lupins in Each Build				
Perfo	rmance Bands	Reading	Math	Language	Spelling	Peri	ormance Bands	Reading	Math	Language	Spelling
5	80-99th NPR	1.9	6.2	6.7	3.2	5	80-99th NPR				
4	60-79th NPR	11.2	8.9	13.5	7.5	4	60-79th NPR				
3	40-59th NPR	16.7	14.6	17.2	17.5	3	40-59th NPR				
2	20-39th NPR	26.5	35.9	30.8	23.4	2	20-39th NPR				
1	1-19th NPR	43.7	34.5	31.8	48.3	_1	1-19th NPR				
476	76 2000 API (Growth) 636 Number of Tests Contributing to the API						2000 API (Gro	owth)	0	Number of Contributin	Tests g to the API
444	1999 API (Bas	se)					1999 API (Bas	se)			_
13	1999-2000 Gre	owth Tar	get				1999-2000 Gr	owth Tar	get		
32	1999-2000 Gre	owth	YES	Met Sub	group Ta	t	1999-2000 Gr	owth		Met Sub	group Tar
White	e not Hispanic	Percen	nt of Pupils	in Each Ban	d	Soci	oeconomically I			in Each Ban	d
Perfo	rmance Bands	Reading	Math	Language	Spelling	Peri	ormance Bands	Reading	Math	Language	Spelling
5	80-99th NPR	13.5	18.2	25.2	7.0	5	80-99th NPR	1.7	5.1	6.0	3.0
4	60-79th NPR	33.3	18.2	21.7	21.1	4	60-79th NPR	11.4	8.6	13.8	7.5
3	40-59th NPR	20.6	24.5	14.0	20.4	3	40-59th NPR	15.6	15.7	15.7	17.4

Pacific Islander

20-39th NPR

1-19th NPR

666	2000 API (Growth)	143	Number of Tests Contributing to the API						
652	1999 API (Base)								
13	1999-2000 Growth Targ	get							
14	1999-2000 Growth	YES	Met Subgroup Target						

19.1

13.5

Number of Tests 653 470 2000 API (Growth) Contributing to the API 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target

35.2

35.4

26.7

44.6

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

29.4

9.8

22.5

28.9

For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

25.2

14.0

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 9-11

School: MADERA HIGH

County: MADERA

District: MADERA UNIFIED

CDS Code: 20-65243-2035707 School Type: HIGH SCHOOL

STAR 2000	2000	1999	1999-2000	1999-	Similar Schools
Percent	API	API	Growth	2000	Growth
Tested	(Growth)	(Base)	Target	Growth	Rank
100	533	532	13	1	

M	Met Growth Target								
	Comparable Both								
School-	Improve-	Schoolwide	Awards						
wide	ment (CI)	and CI	Eligible						
NO	NO	NO	NO						

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

These data are from the October 1999 CBEDS data collection, the 2000 Stanford 9 student answer document, and the 2000 STAR Apportionment Information Report.

1999-2000

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO	
African American not Hispanic American Indian or Alaska Native	3	Percent with a response*	93	Average Class Size (CBEDS)		
Asian	0	Of those with a response:		Grade Levels	Average	
Filipino	0	Not high school graduate	34	K-3	N/A	
Hispanic or Latino	67	High school graduate Some college	22 23	4-6	N/A	
Pacific Islander	0	College graduate	16	Core academic courses in		
White not Hispanic	28	Graduate school	5	departmentalized programs	30	
Participants in Free or Reduced Price Lunch (Stanford 9)	53	* This number is the percentage of student answer documents with parent education level information.				
The Builti (Sumstay)			Average	School Mobility (Stanford 9)	10	
English Language Learners (Stanford 9)	29	Average Parent Education Level	2.37	This is the percent of students who first attended this school in the current year.		
Fully credentialled teachers (CBEDS)	91	(Stanford 9)		sender in the emirent year.	Number	
Teachers with emergency credentials (CBEDS)	11	The average of all responses where "1" re high school graduate" and "5" represent:	*	Enrollment on the first day of testing grades 2-11 less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	2760	
				Number of students included in the 2000 API	2555	

[&]quot;N/A" means a number is not applicable or not available due to missing data.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report **Schoolwide API for Grades 9-11**

MADERA HIGH **School:**

County: **MADERA**

District: MADERA UNIFIED

CDS Code: 20-65243-2035707 School Type: HIGH SCHOOL

Schoolwide

1999-2000

2000	1999	1999-2000	Similar Schools	Met Schoolwide
API (Growth)	API (Base)	Growth	Growth Rank	Target
533	532	1		NO

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

	Stanford 9			Reading			Mathen	natics		Langua	nguage Science				Social Science		
	A	В		C	D		E	F		G	Н		I			K	L
Pe	rformance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x K)
5	80-99th NPR	1000	131	5.24	52.40	299	11.82	118.18	179	7.11	71.09	185	7.33	73.33	196	7.76	77.62
4	60-79th NPR	875	237	9.48	82.95	426	16.84	147.33	414	16.44	143.86	344	13.63	119.30	390	15.45	135.15
3	40-59th NPR	700	366	14.64	102.48	490	19.37	135.57	514	20.41	142.89	407	16.13	112.92	369	14.61	102.30
2	20-39th NPR	500	640	25.60	128.00	770	30.43	152.17	665	26.41	132.05	832	32.98	164.88	787	31.17	155.84
1	1-19th NPR	200	1126	45.04	90.08	545	21.54	43.08	746	29.63	59.25	755	29.92	59.85	783	31.01	62.02
	Total Weighted Sco Content Area Weig Total Weighted Sco	ght		a x b = c	455.91 20% 91.18	-	+	596.34 20% 119.27	-	+	549.15 20% 109.83		+	530.28 20% 106.06 2000 A		+ owth)	532.93 20% 106.59

Number of tests

contributing to scores:

2500

2530

2518

2523

2525

Number of pupils with tests contributing to the API:

NPR is the National Percentile Rank

"N/A" means a number is not applicable or not available due to missing data.

1999-2000 Academic Performance Index (API) Growth Report Subgroup for Grades 9-11, Page 1 of 2

Note: Data are reported only for subgroups which were numerically significant in both 1999 and School: MADERA HIGH 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: **MADERA** scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students MADERA UNIFIED District: with valid scores. CDS Code: 20-65243-2035707 **African American not Hispanic** American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Performance Bands Performance Bands Language Science Soc. Sci. Reading Math Language Science Soc. Sci. Reading 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 40-59th NPR 3 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 83 2 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Asian **Filipino** Percent of Pupils in Each Band Percent of Pupils in Each Band Performance Bands Reading Math Language Science Soc. Sci. Performance Bands Math Language Science Soc. Sci. Reading 80-99th NPR 80-99th NPR 60-79th NPR 4 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 41 5 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target. For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria

1999-2000 Academic Performance Index (API) Growth Report Subgroups for Grades 9-11, Page 2 of 2

School: MADERA HIGH

County:

District: CDS Coo

r: t:	MADERALINIEER	are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students with valid scores.
ode:	20-65243-2035707	

Hispanic or Latino Percent of Pupils in Each Band					Pacif	ic Islander	I	Percent of Pupils in Each Band							
Perfo	rmance Bands	Reading	Math	Language	Science	Soc. Sci.	Perfo	rmance Bands	Reading	Math	Language	Science	Soc. Sci.		
5	80-99th NPR	1.7	6.2	3.7	2.5	3.6	5	80-99th NPR							
4	60-79th NPR	5.7	13.8	12.1	9.2	11.5	4	60-79th NPR							
3	40-59th NPR	11.2	20.0	18.5	15.4	14.8	3	40-59th NPR							
2	20-39th NPR	24.9	35.1	29.1	37.0	34.0	2	20-39th NPR							
1	1-19th NPR	56.6	24.9	36.7	35.9	36.2	1	1-19th NPR							
475 2000 API (Growth) T715 Number of Tests Contributing to the API 468 1999 API (Base)							2000 API (Growth) 2 Number of Tests Contributing to the API 1999 API (Base)								
_								,	·						
10	1999-2000 Gr							1999-2000 Gro	•	<u> </u>					
7	1999-2000 Gr	owth	NC	Met S	Subgroup	Target		1999-2000 Growth Met Subgr							
VX/L:4 .	a mad III:amania	_					Socio	Socioeconomically Disadvantaged							
	e not Hispanic			upils in Eacl							upils in Eac				
Perfo	rmance Bands	Reading	Math	Language	Science	Soc. Sci.	Perfo	rmance Bands	Reading	Math	Language	Science	Soc. Sci.		
5	80-99th NPR	13.5	24.3	14.3	18.8	17.0	5	80-99th NPR	1.1	5.4	2.9	1.7	2.8		
4	60-79th NPR	18.1	24.1	26.6	24.0	24.7	4	60-79th NPR	4.4	13.8	11.2	8.7	11.0		
3	40-59th NPR	22.6	18.0	25.1	18.0	14.5	3	40-59th NPR	10.6	19.4	18.4	15.1	13.4		
2	20-39th NPR	26.1	20.1	19.2	23.1	24.7	2	20-39th NPR	25.2	35.3	29.0	37.0	35.3		
1	1-19th NPR	19.6	13.5	14.8	16.1	19.1	1	1-19th NPR	58.7	26.2	38.6	37.5	37.4		
666	2000 API (Gro		70	4	er of Tests buting to th	e API	462	2000 API (Gro		1521	Number Contribu	of Tests ting to the	API		
658	1999 API (Bas	se)					452	1999 API (Bas	e)						
10	1999-2000 Gr	owth Tar	get				10	1999-2000 Gro	owth Tar	get					
8	1999-2000 Gr	owth	NC	Met S	Subgroup	Target	10	1999-2000 Gro	owth	YES	Met Su	ıbgroup	Target		

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.

1999-2000 Academic Performance Index (API) Growth Report

List of Schools - District Level

November 3, 2000

District: YOSEMITE JOINT UNION HIGH

County: MADERA CD Code: 20-73734

	STAR			1999-		1999-2000 Similar	N	Met Growth Target		
High Schools	2000 Percent Tested	2000 API (Growth)	1999 API (Base)	2000 Growth Target	1999- 2000 Growth	Schools Growth Rank	School- wide	Comparable Improve- ment (CI)	Both Schoolwide and CI	Awards Eligible
YOSEMITE HIGH	100	744	695	5	49		YES	YES	YES	YES

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Missing schools - some schools in the district may not appear on this list because 1999 or 2000 APIs were not generated for them. Small schools (fewer than 100 pupils with valid Stanford 9 test scores), county-administered schools, community day schools, alternative schools, continuation schools, and independent study schools are excluded from the API system. An alternative accountability system is to be developed for these schools.

Note: 1999-2000 Similar Schools Growth Ranks will be available in December 2000 For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report Summary for Grades 9-11

School: YOSEMITE HIGH

County: MADERA

District: YOSEMITE JOINT UNION HIGH

CDS Code: 20-73734-2030013 School Type: HIGH SCHOOL

STAR					1999-2000 Similar	M	et Growth Ta	arget]
2000	2000	1999	1999-2000	1999-	Schools		Comparable	Both	
Percent	API	API	Growth	2000	Growth	School-	Improve-	Schoolwide	Awards
Tested	(Growth)	(Base)	Target	Growth	Rank	wide	ment (CI)	and CI	Eligible
100	744	695	5	49		YES	YES	YES	YES

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Similar Schools Growth Ranks will be available in December 2000.

For more details about the displayed information, see the 1999-2000 API Growth Report Explanatory Notes.

School Demographic Characteristics

Ethnic/Racial (Stanford 9)	Percent	Parent Education Level (Stanford 9)	Percent	Multi-track year-round school? (CBEDS)	NO	
African American not Hispanic American Indian or Alaska Native	1 2	Percent with a response* Of those with a response:	93	Average Class Size (CBEDS) Grade Levels	Average	
Asian Filipino Hispanic or Latino Pacific Islander White not Hispanic	1 0 7 0 84	Not high school graduate High school graduate Some college College graduate	2 15 35 36	K-3 4-6 Core academic courses in	N/A N/A	
Participants in Free or Reduced		Graduate school * This number is the percentage of student of	12 answer documents with	departmentalized programs	N/A	
Price Lunch (Stanford 9)	12	parent education level information.	Average	School Mobility (Stanford 9)	8	
English Language Learners (Stanford 9) Fully credentialled teachers (CBEDS)	0 96	Average Parent Education Level (Stanford 9)	3.39	This is the percent of students who first attended this school in the current year.	Number	
Teachers with emergency credentials (CBEDS)	6	The average of all responses where "1" re high school graduate" and "5" represents	*	Enrollment on the first day of testing grades 2-11 less students excused from testing due to IEP statement or parent written request (STAR Apportionment)	732	
				Number of students included in the 2000 API	427	

[&]quot;*" means the school scored at or above the interim Statewide Performance Target of 800 in 1999.

1999-2000 Academic Performance Index (API) Growth Report **Schoolwide API for Grades 9-11**

YOSEMITE HIGH **School:**

County: **MADERA**

District: YOSEMITE JOINT UNION HIGH

CDS Code: 20-73734-2030013 School Type: HIGH SCHOOL

Schoolwide

1999-2000

2000	1999	1999-2000	Similar Schools	Met Schoolwide
API (Growth)	API (Base)	Growth	Growth Rank	Target
744	695	49		YES

Similar Schools Growth Ranks will be available in December 2000.

Calculation of the 2000 API (Growth) - Schoolwide

Stanford 9			Reading	5	Mathematics L			Language			Science		Social Science				
A B			C	D		E	F		G	Н		I	J		K	L	
Pe	erformance Bands	Weighting Factors	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x C)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x E)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x G)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x I)	No. in Each Band	Percent of Pupils in Each Band	Weighted Score in Each Band (B x K)
5	80-99th NPR	1000	81	19.01	190.14	113	26.71	267.14	82	19.48	194.77	137	32.54	325.42	125	29.62	296.21
4	60-79th NPR	875	127	29.81	260.86	131	30.97	270.98	119	28.27	247.33	100	23.75	207.84	117	27.73	242.59
3	40-59th NPR	700	97	22.77	159.39	74	17.49	122.46	111	26.37	184.56	63	14.96	104.75	53	12.56	87.91
2	20-39th NPR	500	78	18.31	91.55	74	17.49	87.47	77	18.29	91.45	88	20.90	104.51	78	18.48	92.42
1	1-19th NPR	200	43	10.09	20.19	31	7.33	14.66	32	7.60	15.20	33	7.84	15.68	49	11.61	23.22
~	b Content Area Weight b 20%				-	+	762.71 20% 152.54		+	733.31 20% 146.66		+	758.19 20% 151.64 2000 Al		+ owth)	742.36 20% 148.47	

Number of tests

426 contributing to scores:

423

421

421

422

Number of pupils with tests contributing to the API:

NPR is the National Percentile Rank

[&]quot;N/A" means a number is not applicable or not available due to missing data.

Note: Data are reported only for subgroups which were numerically significant in both 1999 and

1999-2000 Academic Performance Index (API) Growth Report **Subgroup for Grades 9-11, Page 1 of 2**

School: YOSEMITE HIGH 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test County: MADERA scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students YOSEMITE JOINT UNION HIGH District: with valid scores. CDS Code: 20-73734-2030013 **African American not Hispanic** American Indian or Alaska Native Percent of Pupils in Each Band Percent of Pupils in Each Band Performance Bands Performance Bands Language Science Reading Language Science Soc. Sci. Reading Soc. Sci. 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 9 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Asian **Filipino** Percent of Pupils in Each Band Percent of Pupils in Each Band Performance Bands Math Language Science Soc. Sci. Performance Bands Reading Math Language Science Soc. Sci. Reading 80-99th NPR 80-99th NPR 60-79th NPR 4 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target. For exact calculation of growth targets, please refer to the 1999-2000 API Growth Report Explanatory Notes.

1999-2000 Academic Performance Index (API) Growth Report Subgroups for Grades 9-11, Page 2 of 2

School: YOSEMITE HIGH
County:

Note: Data are reported only for subgroups which were numerically significant in both 1999 and 2000. Ethnic/racial and socioeconomically disadvantaged subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 30 students

with valid scores.

District: YOSEMITE JOINT UNION HIGH CDS Code: 20-73734-2030013

Pacific Islander **Hispanic or Latino** Percent of Pupils in Each Band Percent of Pupils in Each Band Performance Bands Reading Math Language Science Soc. Sci. Performance Bands Reading Math Language Science Soc. Sci. 80-99th NPR 80-99th NPR 60-79th NPR 60-79th NPR 40-59th NPR 40-59th NPR 20-39th NPR 20-39th NPR 1-19th NPR 1-19th NPR Number of Tests Number of Tests 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target Socioeconomically Disadvantaged White not Hispanic Percent of Pupils in Each Band Percent of Pupils in Each Band Performance Bands Reading Math Soc. Sci. Performance Bands Language Science Reading Math Language Science Soc. Sci. 80-99th NPR 18.6 27.5 19.4 34.4 30.9 80-99th NPR 60-79th NPR 31.9 31.9 29.6 24.5 28.7 60-79th NPR 23.9 17.4 26.8 14.6 12.6 40-59th NPR 40-59th NPR 20-39th NPR 16.4 16.5 16.9 18.9 17.7 20-39th NPR 1-19th NPR 7.3 7.6 9.2 6.7 10.1 1-19th NPR Number of Tests Number of Tests 35 754 2000 API (Growth) 2000 API (Growth) Contributing to the API Contributing to the API 717 | 1999 API (Base) 1999 API (Base) 1999-2000 Growth Target 1999-2000 Growth Target 1999-2000 Growth Met Subgroup Target 1999-2000 Growth Met Subgroup Target

NPR is the National Percentile Rank.

In most cases, 1999-2000 comparable improvement Growth Targets are 80% of the 1999-2000 Schoolwide Growth Target.